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ABSTRACT

This publication is primarily intended to persuade Further Education (FE) colleges in Great Britain to support and become involved in Technical and Vocational Education Initiative (TVEI) schemes. (Formulated in 1982, TVEI represents a major proposal to shift the curricular emphasis for the 14-18 age group toward a more work-oriented philosophy.) The introduction to the guide traces the development and outlines the major objectives and components of TVEI. The remaining chapters of the main body of the guide deal with the following topics: plans for a 4-year framework; the nature of the curriculum; guidance, counseling, and assessment; accreditation; special learning needs; evaluation and review; and staff development. The first three appendixes outline TVEI aims and criteria, curricular examples, and program offerings as they compare to other options available for 14- to 18-year-olds. The fourth appendix includes case studies highlighting the following topics: student perceptions of TVEI; TVEI across the ability range; guidance, counseling, and assessment; ways of bringing institutions together; community validation in TVEI; interagency cooperation; and TVEI staff development. The remaining three appendixes include a bibliography, glossary of abbreviations, and list of study group members. (MN)

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Supporting TVEI

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Chief Education Officers
Principals of FHE Establishments
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Press and other Interested
Institutions/Individuals

Dear Colleague,

SUPPORTING TVEI

Attached is a copy of a manual of guidance intended primarily to encourage FE colleges to become involved in TVEI schemes.

It is analogous in this respect to other FEU publications such as Supporting YOP and Supporting YTS. It is not necessarily to be read sequentially, although its structure is related to the main characteristics of TVEI; MSC criteria form the starting point in many of the chapters, and these are followed by discussion and advice where appropriate.

TVEI is a 14-18 programme and a distinctive feature of Supporting TVEI is that it represents a co-operative effort of the School Curriculum Development Committee and the FEU, aided of course by an expert Working Group. The two Forewords by the respective Chairmen of FEU and SCDC reflect this.

TVEI is not simply a number of interesting pilot schemes. It represents a major proposal to shift the curricular emphasis for the 14-18 age group towards a more work-oriented philosophy. Not everyone will agree with this and the study group which assisted FEU and SCDC in this exercise therefore decided to concentrate on the wider curricular implications of the initiative, not on the pilot schemes. The group recognised the potential TVEI offers for innovation in the 14-18 curriculum, based on collaboration between all the relevant partners, principally FE colleges and schools.

As a separate exercise, FEU and SCDC have jointly considered the case for a 14-16 curricular core*. There is an obvious connection between our proposals for such a core and the curriculum design encouraged by TVEI. This issue is therefore explored further in Chapter 4 of Supporting TVEI. Chapter 5 highlights the role of Guidance, Counselling and Assessment; these processes are central to any programme of vocational preparation. Additional chapters deal with Accreditation, Special Learning Needs and Evaluation and Review.

Both FEU and SCDC hope that this document will be of assistance to all those in local authorities, colleges, schools and other services concerned with the 14-18 curriculum, particularly along the lines encouraged in TVEI, and more recently in *Better Schools* and the TRIST staff development scheme. In respect of the latter, Chapter 9 on Staff Development may be particularly useful.

Any comments and/or enquiries about the content of this document should be addressed in the first instance to my deputy, Dennis Drysdale.

Yours faithfully,

Jack Mansell

JACK MANSELL
Chief Officer

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* *Progressing to College: a 14-16 core.* FEU, 1985

CHAIRMEN'S FOREWORDS

FEU

There is no denying the substance and the significance of TVEI. It holds much potential for the broadening of the 14–18 curriculum, for those following 'A' level courses as much as for those already decided upon vocational routes. The realising of that potential depends upon a strong contribution from the further education service.

The FEU has made a point of lending advice and guidance to colleges and to schools abreast of developments in curriculum and in putting new developments into practice. Both *Supporting YOP* and *Supporting YTS* represented earlier and well-received publications in this vein. Now that all but one or two local education authorities are involved in the TVEI and now that those same LEAs are bidding for money to support TVEI-related in-service work, the publication of *Supporting TVEI* is very timely.

Ways and means have to be found for disseminating the lessons of the TVEI not only through TRIST but also through a widening of curriculum development and it is clear, for instance, in *Better Schools,* that the trend is in that direction.

John Morris and his Study Group are to be thanked for this report. The School Curriculum Development Committee was actively represented on the Group and this involvement is all the more to be welcomed as another step towards a closer working relationship with further education.

J G OWEN CBE
Chairman FEU

SCDC

The School Curriculum Development Committee (SCDC) was delighted to join with the Further Education Unit in producing this document which, although primarily concerned with the support which the further education sector might give to TVEI and other technical and vocational curriculum developments, discusses this support in the context of the total curriculum experienced by pupils in the 14–18 year age range. The SCDC is concerned with *all* aspects of school curriculum development but in this document attention is focused particularly on the nature of an appropriate 'core' curriculum for all 14–16 year olds. The outline of such a 'core' described in Chapter 4 was provided by SCDC and FEU officers and will no doubt be an input to future work by the SCDC in this general area.

Basically we believe that this document will be of great value to all schools, colleges and LEAs concerned with introducing technical and pre-vocational elements into the curriculum.

PROFESSOR R J BLIN-STOYLE
Chairman SCDC

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a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

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The Committee's role is 'to promote education by supporting curriculum development relevant to the needs of schools in England and Wales'. Its main tasks are:

- to inform itself of curriculum development work being undertaken by other persons or bodies;
- to review and evaluate such work with particular reference to the likely future needs of the school education system and thereby to identify what further curriculum development work is, in the Committee's judgement, essential;
- to undertake, and to assist others to undertake, such essential curriculum development work;
- to disseminate, and to promote the dissemination of, the results of curriculum development work whether undertaken by itself or others.

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CHAPTER 1
Preface

1. The Manpower Services Commission's Technical and Vocational Education Initiative (TVEI) was announced on 12 November 1982 to encourage new curriculum development in 14–18 education, with an emphasis towards preparation for the world of work and adult life.

2. Since TVEI schemes should be planned as a four-year continuum starting at the age of 14, they will not normally be fully viable without a further education contribution. MSC's TVEI Unit has sought to ensure FE participation in all pilot schemes.

3. For this reason, and because the FE contribution to some early schemes was small, the FEU Board of Management resolved to support and encourage the increased participation of FE in this important initiative.

4. The Board therefore established a study group under the Chairmanship of one of its members, John Morris, CEO, Essex, to produce a publication on TVEI. The document was intended to be analogous to those previously published by FEU to support the development of YOP* and YTS** and aimed primarily at the further education sector and the contribution it should make to TVEI.

5. Since TVEI is essentially an integrated scheme, however, it is neither possible nor sensible to try to isolate the FE contribution. It is more constructive to highlight the innovatory potential and the implications for further education as an important partner in the scheme.

6. With this in mind the FEU invited the School Curriculum Development Committee (SCDC) to be associated with this project. Although SCDC has yet to consider in detail its policy on TVEI-related matters, it was very willing to give general support to the exercise. This document is therefore offered in the names of both organisations. All those concerned hope that the report will, notwithstanding its main focus on FE, be of assistance and interest to schools and the many others who are or soon will be working in the planning and delivery of TVEI and similar schemes, if not to all teachers concerned with this age group.

7. The TVEI schemes currently running with MSC support are essentially pilot, developmental schemes intended to introduce a new emphasis and direction into the 14–18 curriculum. If these and other experiments are seen to be effective, authorities may wish to use experience of the pilots as a basis for a major revision of their provision for this age group. The Study Group, therefore, decided not to restrict itself to discussion of the potential development of the pilot schemes, the planning for which had already largely been done by the authorities concerned. They felt it more helpful to use the aims and criteria for the pilots as their starting point, and to concentrate on the planning and developmental processes authorities will need to undertake in progressing from the pilot stage or in designing new technical or vocational curricula. The value of this approach was confirmed by the publication during the preparation of this document of the Department of Education and Science's report *Better Schools** and the announcement by MSC of the *TVEI-Related In-Service Training*** programme (TRIST).

8. *Supporting TVEI* is primarily about persuading the FE system to participate in TVEI-type schemes. Additionally, in Chapter 4 an outline of a core for a 14–16 technically and vocationally-orientated curriculum is presented as a basis for discussion and consultation. Chapters 3–9 each concentrate on an essential aspect of the task. Each chapter stands by itself; they are not necessarily expected to be read as a continuous narrative or in the order presented, though there is a logic to the order chosen. For this reason, there is some deliberate repetition of the points which are applicable to more than one chapter.

9. Each of Chapters 3–9 consists of three sections. The first contains a summary of the relevant aims and criteria laid down by the National Steering Group for the pilot schemes. MSC's detailed intentions can be checked by reference to Appendix A. The second section contains the FEU/SCDC view of the educational issues relating to the aspect of TVEI under discussion, and the third highlights the implications for further education.

**Supporting YOP* FEU. July 1979.

***Supporting YTS* FEU. May 1983. 3rd Edition May 1985.

**Better Schools* Cmnd 9469. HMSO, March 1985.

***TVEI-Related In-Service Training* (TRIST) First announced in letter from the Secretary of State for Employment to the Chairman of MSC, dated 19 March 1985.

10. FEU and SCDC are grateful to all those who have willingly given valuable assistance to enable this publication to be produced within the timescale necessary for it to be available when it could be of most help. Particular thanks are due to the members of the Study Group and those who have contributed to the drafting of both main text and appendices.

CHAPTER 2
Introduction

The TVEI Concept

11. TVEI is a government initiative to enhance particular aspects of school and college provision from the age of 14 upwards. It contains, of course, a political dimension, but important educational considerations are also clearly implied in the TVEI Aims and Criteria as set out in Appendix A to this document. Many of them are fundamental to the thinking of FEU and SCDC, and have been widely supported among educationalists in recent years. Many of the educational aims of TVEI can therefore be broadly supported and exploited to the advantage of young people in the relevant age group, given adequate planning, preparation and resources. This document seeks to focus on the educational issues raised by TVEI, and to help the FE service and authorities and teachers generally to build on the innovatory opportunities offered by the scheme.

The TVEI Initiative in Context

12. The FEU report *A Basis for Choice** (ABC) provided a framework into which a variety of post-16 vocationally orientated couses in FE might fit. The report, which was well received and gained broad government acceptance, encouraged review of educational provision at 16–19 and the development of the concept of vocational preparation. This concept was developed further in the subsequent FEU publication *Vocational Preparation*, where the four main aims were stated as:

(a) to give young people basic skills, experiences and knowledge;

(b) to help them assess their potential to think realistically about jobs and employment prospects and to optimise their employability;

(c) to develop their understanding of the working and social environment, both nationally and locally, so that they may understand the variety of roles possible for them to play as adult members of society;

(d) to encourage them to become progressively responsible for their own personal development.

13. The essential feature of this wide-ranging process is the emphasis on preparation for adult life, based on certain key elements:

(a) the involvement of students in the 'negotiation' of a curriculum related to their personal needs and inclinations;

(b) realistic forms of counselling, guidance and assessment;

(c) opportunities for experience (work related and other) of clear relevance to students' future development; and

(d) opportunities to develop a variety of basic skills*.

14. These proposals contained clear implications not just for the FE sector but also for schools. Indeed, in the case of schools, there were implications for developments both pre- and post-16.

15. TVEI essentially seeks to develop more vocationally orientated opportunities for young people aged 14–18 across the ability range, through a variety of new teaching and learning styles and of logical routes leading to nationally recognised qualifications. Its aims and criteria, when compared with the essential features of vocational preparation as set out above, clearly establish the scheme as one important attempt to put into practice the principles of vocational preparation, but starting at 14+.

The Innovatory Potential of TVEI

16. Inevitably, TVEI cuts across much that has been the traditional preserve of both schools and FE. It is intended to be a four-year concept, but, since the period of compulsory full-time education still ends at 16, those devising programmes must take into account the range of courses of varying lengths and destinations which they will need to make available within the TVEI framework, the variety of entry and exit points and the most effective form of delivery, often across schools/FE boundaries.

**A Basis for Choice* FEU Latest edition December 1982.

***Vocational Preparation* FEU January 1981. Section IV. Page 12.

**Vocational Preparation* pp.12–13.

17. To be fully effective, TVEI should be conceived as a collaborative exercise in which, within a given locality, the LEA, its schools and colleges, its youth and careers services, local industry and commerce, higher education establishments and relevant voluntary bodies join together as full partners in the design and delivery of a coherent package of opportunities for the 14–18 age group in their area. Since September 1984 some 57 LEAs in England and Wales and 4 in Scotland have been engaged in TVEI programmes as diverse in nature as the number of participating authorities.* The styles of partnership and the experiences of the partners will have some similarities, but there is so far little uniformity. One of the strengths of TVEI should be the variety of ways in which the partners involved fuse the framework of TVEI aims and criteria with local opportunities and circumstances as a basis for innovation.

18. The end product should be a network of interlocking provision offering young people a variety of opportunities to plan a logical, progressive, individually relevant programme of educational and personal development over some or all of the four-year period.

Educational Development Opportunities Arising from TVEI

Collaboration

19. Secondary and further education institutions will need to plan and deliver jointly the full package of 14–18 provision, using their pool of resources and expertise to best effect. Such collaboration has its problems (timetabling, travel, registration, assessing progress . . .) and a logical consequence which must be faced is the weakening of the assumed autonomy of individual schools and colleges and their staffs. However, if, as FEU and SCDC believe, education should be student-centred and curriculum-led (rather than organisation- or resource-led), the essential is to meet students' needs in the most effective manner available.

20. The full involvement of the community in the design of TVEI schemes allows authorities to review the roles of many of their existing community links, such as education/industry partnerships, governing bodies, parents' associations and community groups. A fuller integration of many education services within an authority should also result, involving schools, FE, the youth and careers services and the range of support services.

Work Experience

21. Local policies and arrangements for the provision of work experience will require rationalisation. Schools and colleges both have experience of working with local industry through, for example, the School Curriculum Industry Project, Science and Technology Regional Organisations, Project Trident, and local education/industry groups and advisory committees. The different experiences of schools and FE of industry and commerce will both be important in bringing industry into the TVEI partnership. This partnership will be able to explore the full potential of local industry to provide real work experience, and to help establish realistic simulated work experience projects.

Progression

22. There will be opportunity to design clear learning routes which provide logical progression into, through and beyond the scheme.

The Negotiated Curriculum

23. In designing these schemes, consideration should be given to the concept of a negotiated curriculum based on individual students' needs and wishes, taking into account their strengths and weaknesses and the ways these relate to their future aims. The perceptions of students and their parents of how both new and more traditional educational opportunities are likely to affect students' chances of making a success of transfer to adult life are also important, particularly in relation to motivation. (See Case Study No. 1 in Appendix D).

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*LEAs/Scottish EAs who were not at that time participating were invited to submit proposals for schemes to start in either 1985 or 1986. Proposals from 11 LEAs and 1 Scottish EA were approved to start in 1985. LEAs/EAs still not participating were invited to submit by July 1985 proposals for projects to start in 1986.

Guidance and Counselling

24. The considerable experience which the various partners bring to TVEI programmes can be used to develop enhanced schemes for careers and academic guidance, counselling, profiling and forms of assessment.

Accreditation

25. TVEI provides an opportunity to devise new forms of accreditation jointly negotiated by the partners with the examining bodies.

Curricular Strategies

26. TVEI schemes might well be much less classroom-based than hitherto; some parts are likely to be school-based, others college-based, while yet others may be based elsewhere, e.g. industrial training centres, youth and community centres, arts centres or TVEI centres. TVEI provides opportunities for the design of inter-institutional schemes in a variety of patterns, and schools and FE may be called upon to provide modules for curricula based mainly in other institutions.

Organisational Considerations

27. FE has experience of working flexible hours and an extended year. TVEI may imply that similar flexibility will become essential in schools. Staff primarily attached to schools may teach college-based groups and vice versa. There may be school/FE split appointments, and industrialists and others from the community with relevant skills may contribute at times. There are significant implications here for LEAs, in terms of both conditions of service and cross-sector staff development strategies. The practical difficulties for non-MSC funded technical and vocational curricula and for rural schools and colleges are, of course, recognised.

Conclusion

28. In summary, therefore, the planning and implementation of TVEI-type schemes have implications not only for student learning outcomes but also for curricula, for organisational processes and for LEA models of professional development relating to both teaching and support staff. There will be various levels (teacher, classroom, institution, LEA) at which the implications of TVEI become effective.

29. TVEI is, however, only one strand of 14–18 provision, an area in which many developments are currently being initiated so quickly that there is a real danger of confusion and duplication. While the resolution of many of the practical problems will take place at institutional level, it is the LEA which has the main responsibility for the coherence and relevance of the strategy adopted in its area and still will have even when MSC funds 25 per cent of NAFE.

30. The subsequent sections of this document seek to assist those concerned at both LEA and institutional level to face the main issues arising from the development, implementation and evaluation of TVEI schemes, with particular reference to FE.

CHAPTER 3
Planning the Four-Year Framework

MSC AIMS AND CRITERIA

31. The main implications of the MSC Aims and Criteria, as set out in Appendix A, for TVEI planning are the requirements to:

(i) explore and test a variety of approaches to the management and delivery of educational provision across the whole ability range;

(ii) create a bridge from school to work, providing progression from year to year and preparing young people for adult life in a society liable to rapid change;

(iii) establish local collaborative schemes capable of wide replication; and

(iv) provide access to and achievement in nationally recognised qualifications, complemented by comprehensive records of achievement.

32. To these ends Appendix A stipulates that

(i) all those involved and concerned should be made aware of the main purposes, features and scope of TVEI;

(ii) appropriate entry criteria should be devised, relevant to a wide ability range;

(iii) sufficient flexibility should exist to allow transfer between courses and movement in and out over the four-year period;

(iv) adequate resources should be provided for accommodation, equipment and materials;

(v) a support mechanism should be provided reflecting the collaboration commitment of the LEA, local industry and commerce, schoolteachers and college lecturers, parents and voluntary bodies.

33. From the above it is seen that the major requirements confronting the curriculum planners are those concerned with:

(a) collaborating with their providers;

(b) relating to the wide ability range and to the adult world;

(c) entry, access and transfer; and

(d) resources and support.

EDUCATIONAL ISSUES

The Essential Involvement of FE

34. TVEI projects will therefore involve a range of institutions including schools, colleges of further education, colleges of art and design, colleges of agriculture, information technology centres (ITECs) and special schools. Links between institutions are an essential feature requiring detailed collaboration. The MSC encourages FE participation in all its pilots and where authorities are planning similar ventures outside the MSC initiative, they should include the FE service. It therefore follows that representatives of the FE service are essential to the planning process.

Planning Time

35. Planning a sound framework involving a number of institutions takes time. Relationships have to be established between senior management and staff responsible for the curriculum. This is particularly important when schools and an FE college will be expected to co-operate. Their curriculum cultures and management structures are often very different. Schools sometimes have difficulty in coping with the diversity of FE and its variety of funding bodies, examination boards and courses. The MSC pilot schemes have had particularly short lead-times for the planning process, but LEAs seeking to build on these schemes will recognise the difficulties the short planning period created, and will wish to make an early start to the planning process. Sufficient development time will be needed to ensure that by the proposed date of implementation:

(i) detailed planning has been completed;

(ii) staff in all institutions and organisations concerned understand the purpose of the scheme, how it will operate and their part in it;

(iii) potential students and their parents understand the opportunities offered by the scheme;

(iv) all logistical questions have been resolved and resources are available as required;

(v) evaluation staff and procedures are in place and thus are able to operate systematically and *formatively*; and

(vi) staff development needs have been identified.

Scheme Management and Co-ordination

36. For effective planning, all the participating institutions and other partners in the scheme (LEA, local industry, commerce, voluntary organisations and institutions providing staff development) should be represented on [illegible] management and co-ordinated body by sufficiently senior representative(s) to ensure the status of their decisions.

37. The management group will presumably be responsible, inter alia, for the main resource considerations bearing in mind such issues as:

(i) the amount of special funding which may be available, particularly from MSC;

(ii) the conditions attached to special funding;

(iii) the implications of the scheme and any special funding for the authority's capital programme, its revenue targets and its manpower policies;

(iv) the relationship of TVEI schemes to the authority's full range of 14–19 provision;

(v) the implications of proposed schemes for staffing policies and staff development.

38. As with pilot TVEI schemes, it is assumed that for developments of this kind LEAs will wish to appoint senior staff to be responsible for schemes at both authority and institutional level. To ensure that the groundwork is properly laid, they will need to be identified *very early in the planning process.*

39. The responsible officer at authority level will presumably act as co-ordinator of the scheme and carry out the range of professional and organisational tasks essential to ensure that the work of planning and management groups is translated into high quality provision.

40. The responsible teachers in each establishment are likely to have two main functions: to see that the full range of new opportunities is available to students in their institutions and to ensure that the institutions play their full agreed part in the delivery of the scheme. The liaison teachers will need to have sufficient status within their institutions to be able to fulfil these functions.

Detailed Planning

41. Detailed planning of new schemes may well be delegated to a project planning group of school and college curriculum leaders (e.g. deputy heads (curriculum), directors of studies or faculty heads in schools and vice-principals, directors of studies and heads of departments in colleges) with LEA advisers and officers and a senior careers officer. Such a group, which ideally should also include representatives from the other partners in the scheme and would have access to specialist advice (e.g. on special needs), would meet on a regular basis and report to the management group.

42. The task of the project planning group might, for instance, be to ensure that the scheme:

— is curriculum-led and based on a student-centred approach;

— covers the full ability range with equal opportunities for both sexes and provision for at least some students with special needs;

— relates to the pattern of employment opportunities locally and nationally and to the developing range of opportunities for the age group, including YTS and CPVE as well as mainstream vocational and academic courses;

— offers logical progression during the four-year curriculum with various entry and exit points;

- includes relevant arrangements for recording and assessing experience and progress;
- incorporates into the programme work, residential and other relevant (e.g. cultural) experiences;
- provides a balance of vocational and general elements;
- makes use of new technologies wherever appropriate opportunities occur within the scheme;
- produces collaboration between the local education services, industry, commerce, voluntary bodies and higher education;
- establishes a full programme of in-service training for teachers and lecturers;
- identifies with the process of evaluation.

43. The need is to establish a four-year curriculum framework with sufficient flexibility to allow any later modifications and the full exploitation of the potential of the teachers and lecturers involved in the developments.

44. The partners in the scheme will make more effective contributions if there is a clear curriculum strategy, which recognises:

(i) a large number of possible outcomes at 18 (or at 16 or 17) towards which all can work, including progression to higher education, and

(ii) that the curriculum may continue to develop as student needs emerge and teachers and lecturers learn from experience and negotiation.

45. Specific curricular issues for the planning group to consider include:

(i) the establishment of teams of staff from schools, colleges and other partners to draw up detailed schemes of work through which the curriculum framework can be delivered;

(ii) the establishment of a core curriculum as a foundation for curriculum development, together with teams of teachers to be responsible for the delivery of the core. (See Chapter 4 paras 76–82 for detailed suggestions on TVEI core);

(iii) where existing curricular materials can be adopted or adapted to meet the requirements of elements of the scheme, and where new materials need to be designed, FEU would hope that the network of regional curriculum bases it has established in collaboration with the regional advisory councils for FE will be of assistance in this exercise;

(iv) the development, again on a collaborative basis, of appropriate profiling systems (see Chapter 5);

(v) the forms of assessment and examination to which each curricular opportunity should lead. Well known and understood existing assessments and qualifications should be used where appropriate. Where new ones are devised, arrangements will need to be made for their accreditation (see Chapter 6).

46. The FEU curriculum development model* should be helpful to those seeking to develop and test the validity of TVEI curricula. The model suggests a logical progression through five stages:

(i) the analysis of needs;

(ii) the design of curricula to meet these needs;

(iii) the implementation of the new curricula;

(iv) evaluation and review in the light of initial implementation;

(v) the provision of the necessary support for the maintenance of the revised new curricula.

47. This model should be seen as a cyclical rather than linear process thus implying the continual renewal of the curriculum in the light of on-going reviews of needs, outcomes and effectiveness.

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*See, for instance, FEU Newsletter January 1983.

The Promotion of New Schemes

48. The work of the planning group should allow for the early presentation to potential TVEI students of a clear statement of:

- the nature and aims of the project
- the options available during the four-year programme
- the possible exit points and qualifications attainable
- the kinds of teaching and learning strategy involved
- vocational training and higher education
- the amount of contact the student will have with local industry.

49. Advance publicity in the locality may require special attention. Employer understanding and involvement will be key elements and employer advisory committees at school, college and LEA levels could be useful.

50. Meetings are also likely to be necessary with the parents of potential of prospective students to explain the proposed new scheme.

51. Once the strategy has been determined and key co-ordinating staff have been appointed, it is important to ensure that all teaching staff from the institutions involved appreciate the nature of the scheme, the current stage of planning and the steps still to be taken. A main aim should be to explain the relationship between the project and existing arrangements, and emphasis should be placed on methodology as well as the content and processes of the curriculum. Staff may need to discuss and appreciate the opportunities likely to arise in TVEI-type schemes for less didactic styles of teaching and more resource-based and experiential learning than has hitherto been traditional in the 14 to 18 sector. They may also need a structure against which they can measure their strengths and their staff development needs, in an open and supportive atmosphere.

Evaluation and Review

52. The curriculum framework should not become rigid. Dynamic schemes of curriculum development should produce feedback and valuable experience on which their review and renewal should be based. This is an integral part of the curriculum development process proposed in paragraph 46 above.

53. The TVEI project might be set into a wider context, perhaps through a forum of interested parties meeting regularly to consider the whole range of 14 to 18 education in a defined locality. In this way TVEI-type projects could develop into main strands in the network of opportunities.

54. Evaluation and review are discussed more fully in Chapter 8.

IMPLICATIONS FOR FE

55. The FE service will need to see itself and be seen by LEAs and schools as a full and essential contributor to the planning of TVEI or similar schemes. This implies that FE should be involved in the planning of the 14–16 aspects of schemes, and that schools and other partners must contribute to the planning of 16–18 aspects even when they are to be located in FE.

56. The relationship between such schemes and the rest of the FE curriculum for the age group, particularly other forms of vocational preparation, will need careful consideration. A varied and complementary spectrum of opportunities needs to be planned, with TVEI as one important strand.

57. FE colleges are already recognising the need to work as part of development teams involving schools, the careers and youth services, local industry and commerce and voluntary organisations in devising 14 to 18 curricula with all that means for staff development, institutional communication systems and institutional autonomy.

58. Colleges will wish to ensure the status both of their contribution to the planning process and of the new development within the college by allocating staff of the appropriate seniority and experience to the planning groups. They must also be concerned to stress the cross-departmental nature of such developments.

59. Planning teams will want to take advantage of FE's experience of the examining bodies operating in the vocational field to the benefit of new TVEI-type schemes.

60. Planning teams will also want to exploit FE's mechanisms for regular consultation with industry and commerce, particularly its advisory committees for specific vocational areas.

61. Schools, colleges, and LEAs involved in joint new 14 to 18 schemes will need to plan jointly the use of available resources.

62. For new developments involving FE the concept of curriculum-led planning as set out in paragraph 46 should be particularly valuable.

63. FE will need to rethink the rationale of link courses with schools, be prepared for exchanges of staff with schools on 14 to 18 schemes and be ready to accept students coming into TVEI-type schemes at 16+ or even 17+.

64. Consideration will need to be given to progression into, through and out of those elements of schemes for which FE will have a main or significant responsibility.

65. FE has considerable potential for assisting in the design and delivery of work experience elements, real or simulated.

66. FE will also have a vital role to play in planning integrated schemes of guidance, assessment, evaluation and review; and in the promotion of the new curricula.

CHAPTER 4
The Nature of the Curriculum

MSC AIMS AND CRITERIA

67. The aims section of Appendix A gives certain guidance on TVEI curriculum design. TVEI curricula must, inter alia:

(a) better equip students to enter the world of work;

(b) enable students to appreciate the practical applications of the qualifications for which they are working;

(c) accustom them to use their skills and knowledge to tackle realistic work situations;

(d) emphasise the development of initiative, motivation, enterprise, problem-solving skills and other personal qualities.

68. The criteria in Appendix A indicate that the TVEI schemes should lead to nationally recognised qualifications, and should contain a variety of approaches which are adapted to the varying abilities and interests of young people aged 14 to 18. Specific features of the TVEI curriculum must ensure:

(a) the avoidance of sex-stereotyping;

(b) the preparation of students for particular aspects of employment and for adult life in a society liable to rapid change;

(c) a balance between the general, technical and vocational elements of all stages taking into consideration students' individual needs;

(d) the broad matching of the technical and vocational elements with employment prospects both locally and elsewhere;

(e) the inclusion of appropriate, planned work experience opportunities;

(f) opportunities for logical progression to subsequent training/educational facilities.

69. In its 1984 review document the MSC recognises that there are many diverse approaches to TVEI. It describes, however, the general characteristics of the curriculum that could exist. These include:

(a) a wider common curriculum at 14–16 not restricted to one sex;

(b) computer literacy;

(c) science and technology;

(d) enabling students to understand how the nation earns a living;

(e) personal and social development;

(f) some relationship to local factors.

Inevitably, a core is suggested leading to both personal and vocational development. The availability of options around the core and a student-centred approach are further factors leading to 'balance and breadth'.

EDUCATIONAL ISSUES

70. The MSC aims and criteria summarised above require an outward looking curriculum suitable for the whole ability range, providing equality of opportunity, and leading to recognised qualifications. Many of these relate easily and satisfactorily to the four themes of the Secretary of State*: *breadth, balance, relevance* and *differentiation*. Between them they comprise a demanding specification.

Implications of the 14–18 Package

71. Many of the stipulations for the TVEI are similar to those existing for other schemes of vocational preparation. One important difference, however, between TVEI and its YTS/CPVE counterparts is the requirement for the 14–18 package. The age range spans the compulsory/non-compulsory school age; it also spans a very wide band of maturation and expectations. Whether or not we observe it by curriculum design, the age of 16+ brings about a dramatic change in the role of the young person and

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*See *Better Schools*. Cmnd 9469, HMSO. para 45.

coincides more often than not with a designation of educational 'success' or 'failure' in terms of 16+ examinations.

72. For many pupils, the nature of being prepared for adult society before 16 is not the same as being ready at 16+. The competition of examinations at 16 is reinforced and/or replaced by the much sterner competition for work at 16+, whether or not they remain students. For many some form of discontinuity will be expected: whether in the form of a change of institution such as school to college; or through the significant change in the nature of curriculum. At the same time however, much of the success of the TVEI concept will depend upon its production as a co-ordinated package; otherwise, although some benefit may derive from new teaching methods encouraged by the introduction of TVEI, there is little difference between TVEI and the other curricular offerings that exist on either side of the 16+ divide.

73. Many institutions will no doubt relate to the issue of curriculum change without disruption, by altering the balance of general and vocational education as the 'break' at 16+ occurs. The MSC aims and criteria, however, with their requirement for work experience and skills, imply that conventional subjects alone may not be entirely suitable – even for the general education component.

74. Apart from the change in role that will occur at 16+, there is also the issue of continuation of opportunity and progression for all across the 16+ divide. The traditional pattern of progression has largely related to GCE/CSE success. These examinations are not intended for an all ability range. With TVEI offered as a 14–18 package, the opportunity to progress in post-16 education must exist somehow, whether or not success in 16+ examinations has been achieved. Too often in the past, academic 'progression' for the less successful at 16+ has been in the form of 'repeat' 'O' levels. This presumably is not to be the intent of TVEI. Much the same applies to those who are 'successful' in their 16+ examinations but remain uncommitted to a specific vocation.

75. The recent CPVE initiative leading to a 17+ qualification, which in turn should give access to a wide range of vocational education courses, is accepted by many as the route at 16+ for those who are not yet qualified for and/or committed to a specific occupation. CPVE may be the route at 16+ for a proportion of TVEI pupils as part of the four-year progression (see Annex to Chapter 6). And some link may exist between TVEI and YTS. The possibility of such a route has its curricular implications pre-16.

The 14–16 Curriculum: The Case for a Common Core

76. Pupils on TVEI schemes 14–16 should be able to progress into a range of courses which are either occupationally specific, or more general as with the CPVE course mentioned above. Others may wish to progress to a more conventional academic route such as 'A' levels. Not all students will achieve the same level, but the MSC aims and criteria imply that all students should be entitled to a wide range of experiences providing guidance, skills, general, technical and vocational studies, work experience etc. To ensure this and equality of opportunity, the TVEI framework is expected to relate to the core. This seems sensible. A core can be considered as an 'entitlement' for pupils; it can be used as a check-list for initial diagnoses for formative assessment during the course and for contributing to final assessment at 16.

77. A core of the right size can also leave sufficient space in the timetable for construction of programmes related to individual needs, thus providing a curriculum that *differentiates* between pupils. Given the right proportions, a core can strengthen *breadth* and *balance*, notwithstanding the specific/specialised subjects that pupils may choose from elsewhere in the programme and, as such, is an aid to curriculum planners and teachers. Given the right content learned in a variety of contexts, a core can also relate to a wide range of possible vocational areas, thus contributing to *relevance*.

78. The TVEI criteria for the core are, probably rightly, at a high level of generality. The result is a variety of locally designed cores. Some are defined in terms of subjects, others are defined less conventionally.

79. Officers of the School Curriculum Development Committee and the FEU have suggested an outline core for those who wish to use it as a basis for more detailed design. Because of the issues discussed in paras 70–74

above, a subject-based core has not been used. Instead, it is described below in terms of aims related to areas and skills. It inevitably has some affinity with the 17 + CPVE core, especially since TVEI and CPVE are both intended to cover the full ability range. It is *not*, however, proposed specifically as a *pre-vocational* core, but rather as a basic entitlement of all 14–16 pupils whether or not they were involved in TVEI. In the context of curricula for this age group generally, it is hoped that much of the content and skills can be learned through a range of subjects, vocational or otherwise; and where appropriate through work experience. The basis of the outline is that it should occupy at least 50% of the curriculum at 14–16. It could also be used as a basis for checking skills and competences covered in the later stages of TVEI provision.

80. It is suggested that an appropriate core* could be based on the following aims:

(i) *Adaptability:* to develop a flexibility of attitude and ability to learn sufficient to cope with the future changes in technology, career and lifestyle.

(ii) *Role Transition:* to bring about an informed perspective as to the roles and status of a young person in adult, multicultural society, including the world of work, in order to inform responsible and realistic decision making as to future opportunities.

(iii) *Physical Skills:* to enable an appropriate development of physical and manipulative skills in both vocational and leisure contexts, and an appreciation of these skills in others.

(iv) *Interpersonal Skills:* to bring about an ability to be sensitive to and tolerant of the needs of others, and to develop satisfactory personal relationships.

(v) *Values:* to foster a reasoned set of positive social and moral values applicable to issues in contemporary society.

(vi) *Communication/Numeracy:* to develop levels of achievement in language, communication and numeracy skills to meet the basic demands of contemporary society and to provide a foundation appropriate to the acquisition of further skills.

(vii) *Problem Solving:* to develop a capacity to approach various kinds of problems methodically and effectively, to undertake courses of action, evaluate them and modify these actions accordingly.

(viii) *Coping:* to develop the necessary skills for coping with everyday situations together with the ability to collaborate with others and to contribute to their well-being.

(ix) *Society:* to provide young people with a knowledge of the workings of modern society, and to develop abilities both to cope with it and to contribute to its development.

(x) *Information Technology:* to provide an introduction to the implications and applications of information technology to society, the individual and to the processes of learning.

(xi) *Learning Skills:* to develop sufficient competence and confidence in a variety of independent learning skills to maximise individual potential in work and leisure.

(xii) *Health Education:* to develop an understanding of health and human development sufficient for young people to choose how they can maintain a healthy lifestyle.

(xiii) *Creativity:* to enable young people to become aware of their own creativity and to develop this and their powers of appreciation and critical judgement for vocational, aesthetic and leisure purposes.

(xiv) *Environment:* to foster an appreciation of the physical and technological environment and its relationship with social and scientific issues and principles.

(xv) *Science/Technology:* to promote an understanding of the nature and discipline of science, and its relationship to technology via the processes of design and principles.

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*See *Progressing to College: A 14–16 Core.* FEU, 1985.
We have not included in the following core the special place that Religious Education has in the school curriculum. LEAs and their institutions may either wish to enlarge aim (v) and others to include RE or to make special arrangements.

81. Quite obviously these general aims require to be refined into more detailed objectives and *outcomes*. This can/should be a matter of local design at LEA or school/college level.

82. It is hoped that the above core aims with the balance they seek to imply between content and skills, with their emphasis on personal development and guidance, and with their recognition of the outside world – will relate equally well to TVEI criteria as to other types of curricula on offer in the schools. Neither TVEI nor its students should be rigidly separated from other aspects of the school curriculum. There is some evidence that TVEI is having an effect on other curricula; but TVEI itself has much to learn from that which is good in schools and colleges. Complete isolation of TVEI pupils and curricula from the mainstream would be counter-productive and in breach of the criteria. If guidance is to be meaningful and worthwhile there should exist anyway opportunities for access and exit at a number of points. A core, common to the whole school, would prevent isolation and aid transfer to and from TVEI.

83. SCDC/FEU would welcome comments both specifically on the outline core described above and on pre-16 pre-vocational education in general.

Vocational Experience and Liaison with Other Providers

84. TVEI requires a relationship to the world of work. This means relating the curriculum to at least one broad occupational category. Such areas could presumably be related to the local situation and/or to the five broad occupational categories such as used in CPVE: i.e.

(i) Business and Administration Services

(ii) Technical Services

(iii) Production

(iv) Distribution

(v) Services to people

The wider the choice available to each young person the better, and this may mean co-operation with other schools and/or the local FE college. Similarly, work experience will require liaison with other organisations: the MSC area office, the college and local employers. Vocational experience and study also require adequate guidance with respect to any occupational structure that may apply and to the range of competence eventually to be mastered. All this requires liaison with employers, with the employment/careers service as well as the support of 'expert' vocational teachers.

85. Many schools presumably already have such a network of contracts; others will have been developed during the TVEI pilots. A TVEI co-ordinator is proving to be essential in the establishment and maintenance of such a network. One of the aims of this document is to assist FE colleges in becoming a more effective member of that network.

Equality of Opportunity

86. Equality of opportunity is an essential consideration of curriculum design. Three aspects need to be considered:

(i) avoidance of sex-stereotyping;

(ii) avoidance of racial discrimination;

(iii) equal opportunities for those with special educational needs.

87. The special needs aspect is dealt with separately in Chapter 7.

88. The avoidance of sex-stereotyping is, as has been stated in para. 68, included in the MSC criteria. Strategies to promote and reinforce equal opportunities and to avoid sex-stereotyping must go further than simply ensuring equal access to courses and modules. They must promote a genuine equality of opportunity to educational outcomes. Specific curriculum design features might include:

(i) timetable structures which prevent stereotypical option choices;

(ii) reappraisal of classroom management and interaction;

(iii) monitoring of teaching styles, particularly the use of language by teachers and other staff, and in curriculum materials;

(iv) careful presentation of publicity and information material so that students, parents and employers are aware of equal opportunities policies and can be actively involved in supporting them;

(v) sensitive guidance and support for young people engaged in technical and vocational curricula, especially those who have chosen unconventional options.

89. A joint SCDC/FEU/EOC publication* is in preparation which explores ideas and issues which seem likely to be of help to schools, colleges, youth clubs, YTS schemes and other agencies concerned with preparing girls and young women for their future working lives.

90. The TVEI criteria make no specific reference to equality in racial terms, but the general stress on equality of opportunity for all young people covers the avoidance of racial discrimination, open or implied. To ensure this may involve any or all of:

(i) liaising with community groups in the promotion of TVEI-type schemes and preparing documentation in community languages;

(ii) avoidance of the simplistic categorisation of many ethnic minority students as under-achievers;

(iii) the provision of special linguistic support to allow ethnic-minority young people to benefit to the limit of their ability;

(iv) careful preparation of and student support in work placements so that racial or cultural factors do not prevent ethnic minority students from undertaking placements relevant to their ability; and

(v) staff development to ensure that TVEI staff appreciate and can deal effectively with issues inherent in providing for a multicultural community.

91. FEU has now published a policy document on curricular issues for a multicultural society,* which should significantly assist this aspect of curricular design and delivery.

IMPLICATIONS FOR FE

92. The above paragraphs have highlighted some of the educational issues related to TVEI. Curricular continuity, progression and cohesion appear to be the main issues and in all three, FE colleges have a role to play. In many if not most LEAs, colleges and schools already work together, through the provision of linked schemes and/or the utilisation of key staff on an 'outreach' basis. The TVEI pilots indicate that colleges are involved. The object of this section is in effect to provide a check-list for optimum curricular involvement.

Curriculum Design

93. FE colleges, once invited, have a wealth of experience to offer in pre-vocational and mainstream vocational education. Without exception they are involved in schemes offered by BTEC, CGLI and RSA. The curricula provided by these examining bodies range from single specific competence-based subjects, through modular construction to fully integrated courses. Many of them require from FE colleges some local curriculum design, the construction of local assessments and the formulation of specifications for approval or validation. Such FE curricula also relate to the many different occupational work structures that exist: operators, assistants, craft, technician, technologist, supervisor, manager, etc. The range is enormous. Even so, many colleges have additional experience in designing specific courses where the existing range does not fit.

94. The above FE experience can be tapped as a resource by schools in designing their TVEI (or indeed any other) curriculum. Nearer to the actual TVEI curriculum, many colleges should be able to advise on the detailed design of vocational curricula and indicate where they can offer a teaching service. Colleges and staff have to be

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*Watts, A.G., and Kant, L. *A Working Start: guidance strategies for girls and young women* (in press, publication expected Autumn 1985).

**Curriculum Development for a Multicultural Society: Policy and Curriculum* FEU, September 1985 aware of the current and future demands of particular occupational areas, whether technical or legal (as in safety and health regulations). Schools should be encouraged to exploit this expertise.

95. With regard to the problems identified in para 74 above, many can be solved, partly at least, by colleges informing schools of the entry levels of the various courses that exist in FE. Many FE courses have open access in that they do not require specific qualifications to enter. College involvement in the design of any pre-16 core curriculum could be a first step to increasing continuity and cohesion across the 16+ divide. In so doing it will aid progression for many pupils who would otherwise be regarded as unsuccessful in terms of conventional 16+ examinations. Records of achievement were included in the 1985–86 Educational Support Grant circular. Nine pilot schemes are now in operation. The range of developments in this area will need to be co-ordinated.

Curriculum Implementation

96. FE colleges have an obvious role in the implementation of TVEI programmes. If invited, and where resources permit, they should be able to offer teaching and other resources (such as laboratories/workshops) related to specific vocational subjects in which schools, particularly in rural areas, have limited resources. The potential of this assistance is more likely to be realised if co-operation takes place at the design stage.

97. At a more complex level, teachers from schools and college can jointly agree how they will relate to a common core, whether it is a pre-16 core (such as suggested in para 80 above) or a CPVE 17+ core. Both cores are superficially similar in some respects, and some mutual reinforcement is anyway desirable. Similar aims and objectives in pre-16 and post-16 cores will require different contexts if unnecessary duplication is to be avoided. Many of the problems of motivation and relevance discussed above, can be resolved by liaison and co-operation at teacher level. Jointly designed assessments, particularly associated with the core(s), can help assure progression as discussed in paragraph 88 above. Jointly designed assignments can give coherence between cores, between vocational subjects and the core (see para 79), and between different vocational subjects. Much of the single-subject based curriculum in both schools and colleges is unnecessarily differentiated. TVEI is about coherence and integration: across the pre- and post-16 divide: between general and vocational educational; between personal development and occupational competence. This can rarely be achieved by design alone, it requires active co-operation between teachers at the implementation stage.

98. Colleges should be able to give assistance with respect to work experience; not so much by actually providing it, but by advising on the key experiences/skills that are most valuable in specific occupations and/or by providing simulated work experience in their own training workshops. Colleges will also need to be aware of TVEI use of real work experience placements in planning work experience for other courses. LEAs can help considerably here by setting up information banks on work experience placements and their use.

99. Reference has also been made above to the need for frequent continued guidance. Colleges can contribute to this process by liaising with schools on records of achievement, by providing advice to individual students at appropriate times with respect to the many courses that are available in FE, and again with respect to the nature of occupational competence required. Good FE teachers do this as a matter of course, but placing such guidance deliberately within a framework of implementation constructed by a team of school/college teachers will make it more effective.

100. TVEI will be as new to colleges as it is to schools. In many respects experience of YTS and other pre-vocational courses will help. Much of the design of TVEI resembles that of CPVE though initially at least CPVE will apply to only part of the TVEI age range: local variations within a national framework; vocational relevance, but not occupational competence at all stages; a general education core to be learned through other subjects; counselling; formative assessment (probably using profiles); an all ability clientele . . . most of these have been discussed above: all become issues of local curriculum design.

Curriculum Evaluation

101. An essential component of curriculum development as outlined in this chapter is some form of evaluation and

appraisal by the participants. The price of local curriculum design is a responsibility to monitor and evaluate. Managers, teachers and consumers will have views about the success or otherwise of the programme, and whilst during the MSC pilot phase there is no lack of external evaluation, some form of in-house evaluation should always be regarded as necessary and desirable.

102. Chapter 8 (Evaluation and Review) and especially Annexes 1 and 2, give some guidance with respect to the strategies, methods and procedures associated with evaluation. It perhaps goes without saying that the more sure participants are of their curricular aims and objectives, the more obvious become the criteria of evaluation.

Staff Development

103. The similarity in design calls for similar strategies and skill from teachers: working in a team and negotiating with outside providers; guidance; assessment; experiential learning; new areas of content . . . again most of these have been discussed above. FE teachers already familiar with vocational preparation programmes should be reasonably prepared for TVEI. Those who have yet to experience either the vocational preparation clientele or its curriculum philosophy will be less prepared. In all cases there will be the additional task of relating to the 14–16 TVEI curriculum, its teachers and its students.

104. The FEU and others have published much guidance on staff development associated with the post-16 curriculum. Much applies to pre-16. Chapter 9 and Case Study no 7 in Appendix D give further guidance.

CHAPTER 5
Guidance, Counselling and Assessment

MSC AIMS AND CRITERIA

105. The Aims in Appendix A stipulate that students on TVEI schemes should acquire a more direct appreciation of the practical application of the qualifications for which they are working, and should become better equipped to enter the world of employment. The structure of the schemes should be consistent with progressive developments in skill and vocational training outside the school environment, in existing vocational education for young people under the age of 16 and in higher education.

106. The Criteria section of the Appendix first establishes that schemes must offer a variety of approaches adapted to the varying abilities and interests of the potential students. It then goes on to require that:

(a) the technical and vocational elements should broadly be related to employment opportunities both locally and elsewhere;

(b) planned work experience should be an integral part of TVEI programmes;

(c) courses should offer appropriate progression to subsequent education/training opportunities;

(d) all students should receive periodic written and oral assessment, students and tutors should discuss regularly students' performance and parents should be notified periodically of their children's progress and have opportunities to discuss it with tutors;

(e) a wider range of relevant nationally recognised qualifications should be on offer in any TVEI programme, allowing for logical progression of accreditation within the programme;

(f) on completion of their studies, all students should be issued with a record of achievement and attainments;

(g) counselling should be provided concerning entry to programmes, based on carefully thought out admission criteria;

(h) programmes should be integral parts of the total provision of host institutions.

107. Paragraph 2(8) of the Criteria specifically states that 'Good careers and educational counselling will be essential'.

108. It will be seen from the above that the guidance, counselling and assessment implications which can be drawn from the MSC Aims and Criteria relate primarily to forms of assessment and qualification.

EDUCATIONAL ISSUES

The Purpose of Guidance, Counselling and Assessment

109. The primary purpose of guidance, counselling and assessment must be to assist young people to prepare for and negotiate successfully their entry and participation in the adult world.

110. If TVEI is to provide a balanced curriculum, however, it must not be dominated by the work ethic. Young people should be prepared to enjoy adult life. Work is important but not all employees are able to enjoy their jobs: discomfort, dirt, danger, rules, constraints, boredom and fatigue are for many inescapable elements of their employment. Furthermore, many young people may have to wait for some time before finding paid employment. A full life outside work helps to make these elements tolerable. Even for those whose employment is more fulfilling, the ability to profit from opportunities outside work for wider personal development is still important. Thus in any curriculum, guidance, counselling and assessment should relate to the development of young people in the broadest sense.

111. TVEI is a student-centred scheme. It encourages active partnership in learning and the promotion of self-reliance in the learner, thus fostering personal development. In TVEI it is intended that this should be accomplished by the development of a wide range of general and vocational skills through integrated provision. To help this process, regular feedback is necessary. This can be achieved by means of a harmonised process of guidance, counselling and assessment.

112. These processes underpin the acquisition of learning and assist the individual learner to make the connection between what is being learned and how such skills, competence, understanding and knowledge may subsequently be used. In this way, the learner is encouraged to experience a sense of progression.

113. The individual learner in TVEI is faced with a world of increasing complexity. It is a very different world from the one which the adults surrounding him/her faced at a similar age. This has an important consequence; the learner is required to make personal, vocational and educational choices that have uncertain outcomes and is likely to look for help from adults who may also be uncertain of the advice to offer. This presents real challenges to those responsible for developing programmes of guidance, counselling and assessment, as well as of associated staff development.

The Stages

114. TVEI is a national pilot scheme, locally planned and implemented. The range of provision does not lend itself to easy generalisation, but it is possible to suggest a series of stages through which most learners will pass during their time on the initiative.

115. These stages are relevant to each year in the cycle of provision, to the provision offered in each year of the cycle and to each contributing component of provision (work experience, college placement or school-based learning).

116. In the sense used here, it is inappropriate to separate assessment from guidance as they are inter-linked and formative processes in the effective delivery of student-centred learning.

117. There are four stages. They are:

(i) *At the point of choice (for most students at 13+, but also possibly at 16+ and 17+):* at which the students and their parents are helped to understand what TVEI can and cannot offer and to make the decision as to its relevance and appropriateness to that individual in comparison with the other curricular choices available. Attention will need to be paid to the student's intentions, skills, wants and needs as seen by the individual students and their parents, together with any moderating statements made by informed others, such as teachers and careers officers. For example, in the case of many special needs students reference would need to be made to formal statements, drawn up under the terms of the Education Act 1981. It is also necessary to take into consideration, wherever possible, the many indirect influences on the learner, such as sex-role stereotyping and peer-group pressure.

(ii) *At the point of entry (normally 14, 16 or 17):* at which learners require assistance in acquiring self-monitoring and reviewing skills (or to have reinforced those skills acquired earlier in the initiative), in order (a) to be clear about the nature and purpose of the course and component of the course on which they embarked, and (b) to acquire the personal skills and resources from which to engage in discussion and negotiation with the providers of learning, whether teachers, tutors or industrial/commercial supervisors.

(iii) *Throughout the course:* during which students will need to reflect regularly on what is being learned, particularly from the various different components of the course, whether based in college, in school or at the work-place, how it relates to what was expected and its relevance to future steps and possibilities. During this stage it will be important for students and their parents to have access to good quality and specific feedback from all teaching and supervisory personnel involved in the different elements of the programme. Aims (i) and (ii) of the suggested TVEI core (para 80 above), relating as they do to adaptability and role transition attempt to ensure that guidance and counselling throughout the course is recognised as central to the curriculum and not a bolt-on extra.

(iv) *Before the point of leaving (hopefully at 18, but in many cases 16 or 17):* at which students will need to reflect on the skills, knowledge and understanding acquired, to make decisions and put plans into action regarding the next steps to be taken, hopefully either to work or to further education and training. In order for such plans to be made, the negotiation of a summative statement of competence, based on actual performance, measured against specific criteria will represent a crucial staging point for the learner.

118. For the final stage to be effective, however, students will need to be offered clearly defined avenues of progression, particularly in relation to entry criteria to further education and vocational opportunities.

119. As indicated earlier, these four stages are necessary for each component, for each year, as well as for the whole four-year course. They are cumulative in nature. In addition, since students are involved with a variety of different agencies during TVEI, including schools, colleges, industry and commerce, as well as community groups and voluntary agencies, it is important to pay attention to the co-ordination of response to various stages.

120. To summarise therefore:

(i) the guidance, counselling and assessment process is an integral part of learning, and should contribute to the development of the full potential of each individual related to the many roles of adulthood;

(ii) an up-to-date summary of skills and competence acquired is of vital importance to the process of guidance, counselling and assessment;

(iii) all potential sources of guidance, counselling and assessment need to be effectively utilised.

The Process

121. *The Model*
To achieve the above objectives, a number of processes may be incorporated into the provision of guidance, counselling and assessment. For the purposes of this section the following model is postulated:

GUIDANCE AND ASSESSMENT IN
STUDENT-CENTRED LEARNING (e.g. TVEI)

Guidance				Assessment
Counselling	←	Common	→	Profiling
Informing	←	Aims	→	Negotiating
Advising	←	and	→	Contracting
		Skills		

On the assumption that assessment and guidance are linked processes aimed at facilitating learning, the model shows the two linked by common aims and skills. The various aspects of the two processes are explained briefly below.

122. *Assessment contains:*

(i) *profiling.* This means the use of a device to aid the process of reflection, particularly on the skills being developed, the competences being acquired, the knowledge gained and the understanding achieved. Profiling provides an opportunity for a review discussion between tutor and learner which covers a wider range of achievements than traditional forms of assessment. In particular it offers a means of monitoring and reviewing learning through regular discussion, assessment and feedback from all available sources. By this means, evidence may be collected on which to base a final and cumulative statement;

(ii) *negotiation.* This means the joint discussion of the individual's needs and of how a study package can be tailored to an agreed statement of needs arising from such discussion. The possibilities for negotiation will be limited since TVEI has certain boundaries explicit in its aims and objectives, within which this negotiation must take place. Thus there is room for manoeuvre but not total freedom;

(iii) *contracting.* This refers to a joint discussion of expectations (hopes and fears) which the student has of the course and which the course provider (and institutions) have of the student. Contracting, in other words, concerns what each has to offer to and demand of the other. In some instances, this contracting process may have a tangible form of a brief, signed document.

123. *Guidance contains:*

(i) *counselling.* This covers the use of a set of interpersonal helping skills, in order to assist the student in dealing with blocks to learning caused by personal issues. These issues may be to do with personal or home life, cultural background, or may be related to the course itself. Issues such as these

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typically cause an emotional blockage for the learner, thus his/her energy tends to be focused on that rather than the learning on offer through the course. Before attention can be redirected to work, some help will probably be needed with the issue causing the blockage;

(ii) *informing*. Most students will want to know, for instance, what the course will offer, what jobs, careers and other opportunities the course may lead to, and what various associated certificates mean and to whom. This need to know may be partially met by the provision of up-to-date information, or if there is no such information currently available, by a discussion of the issues aimed at clarifying the student's mind;

(iii) *advising*. Most individuals welcome knowledge-based suggestions from others, as long as the knowledge is derived from an understanding of the person advised and his or her particular needs, wants and circumstances and is offered in the spirit of . . . 'here's a possibility we could examine . . .' Such a response is of a very different order to the casual, off-the-cuff, ill-thought-out comment that often masquerades as advice.

Consequences for Staff Providing Guidance, Counselling and Assessment

124. If such a model of guidance and assessment is adopted within TVEI, there are the following important consequences for the providing staff:

(i) Feedback from the learners is likely to be as illuminating of the course as feedback from the teachers. It is important that LEAs have procedures and staff to ensure that this is clearly and simply recorded and presented at regular intervals. Providing staff will need to take account of such feedback in reviewing their course provision, bearing in mind that the students' needs are the reason for its existence.

(ii) Formative review based on feedback from students as much as from teachers is still unfamiliar, or may even seem threatening to many teachers. Furthermore, the introduction of such a review procedure for one area of the 14–18 curriculum would eventually have implications for teachers and students involved in complementary areas. To enable teachers to adjust in these developments, appropriate staff development programmes would be required.

(iii) Guidance staff need to be aware of and able to deal with problems which will arise from the unfamiliarity of students with new teaching methods employed in TVEI. Even disaffected students do not necessarily appreciate too readily the potential of new teaching styles.

(iv) The criteria for the TVEI pilots include elements of examination and final testing in assessment procedures. Indeed the potential for the effective use in tandem of both competence-based assessment and formal examinations is not fully appreciated. TVEI offers the opportunity to use both and it is assumed that criterion-referenced, competence-based assessment will be developed (if necessary) and used where particularly appropriate in TVEI schemes. If not, guidance and assessment, as a linked and integral process, makes little sense.

The Delivery of Guidance, Counselling and Assessment Processes

125. Throughout the four-year course the above processes of guidance and assessment will need to be available to students and parents on a regular basis. Providing staff will need to use methods of delivery along the following lines:

A: Direct Methods

(i) *With Individuals*
Guidance and assessment work with individuals can be conducted for a variety of reasons as part of the general process of review of progress and profiling. It is important to be clear about the nature of the acitivity and not let, say, profiling slip into counselling without appreciating the difference and recognising that the two activities may need to be separated.

(ii) *In Groups*
Working in groups saves time and may therefore be an efficient way to impart information of common interest. It also provides an effective way of encouraging students to learn from each other and offer feedback (and therefore peer-assessment) to each other. Working in groups with other learners also helps the acquisition of inter-personal skills, and, more generally, personal and social development. Specific interest groups (e.g. women, ESL students) may also be helpful in certain circumstances.

B: The Involvement of Specialists or Specialist Agencies

(i) *Referral*
A range of specialists is available to assist in the procedures outlined. Prominent among them are the school or college counsellor and careers officer. The effective use of such specialists is an important part of guidance, counselling and assessment.

(ii) *Case Conferences*
In situations of particular complexity it may be useful to consider calling together the range of personnel working with an individual student from both educational and work experience settings in order to consider strategies. Ideally, such a conference would include the student and his/her parents. To be effective it should be a fairly small but constructive gathering of concerned people focusing on a specific task.

(iii) *Liaison, Co-ordination and Harmonisation*
As implied in (ii), it is clear that a variety of different agencies will be involved in the provision of guidance, counselling and assessment for learners of TVEI. *It is vital that procedures within and between the agencies are co-ordinated and harmonised so that similar guidance, counselling and assessment procedures are adopted and so that each agency knows who is responsible for what.* This may well include identifying a named person to take a co-ordinating responsibility for guidance and assessment for individual learners, at least for each year, if not for the whole four years of the course.

126. *Aims and Skills*
At the heart of all the processes and practices of guidance, counselling and assessment is a set of aims, supported by a range of skills. These aims and skills can be summarised as those which promote self-understanding, self-direction, exploration and participation in learning. Such aims and skills need to underpin the delivery of the initiative as a whole. Whilst one person may take a co-ordinating responsibility for the guidance, counselling and assessment of an individual student, all the professional staff involved with the student's programme need to understand their involvement in this process and how their skills can be applied to it effectively.

FEU Support

127. The fundamental importance of effective guidance and assessment schemes to all forms of vocational preparation is argued in detail in FEU's publication *Vocational Preparation,** and the guidance process was made the subject of separate in-depth studies in *Tutoring*** *and Towards a Personal Guidance Base**** which should prove effective staff development resources in this area.

IMPLICATIONS FOR FE

128. A first implication for FE in this area is that FE staff involved in all forms of vocational preparation need to be thoroughly versed in recent developments in guidance, counselling and assessment techniques, including profiling. This in turn will have significant implications for staff development.

129. It will also be essential for FE to be thoroughly involved in the design of integrated and harmonised guidance and assessment procedures throughout the four-year cycle across the whole scheme.

130. An integrated scheme is interpreted as one in which individuals and general guidance packages are, like the curriculum, designed as a logical continuum or progression throughout the period, whatever is included or left out and wherever its various parts are located.

**Vocational Preparation* FEU January 1981. Section IV paras 39 and 40.
***Tutoring* – The Guidance and Counselling Role of the Tutor in Vocational Preparation FEU June 1982.
****Towards a Personal Guidance Base* FEU March 1983.

Indeed, as has been pointed out in para 116, guidance is an integral part of the curriculum.

131. Harmonisation, on the other hand, means ensuring that all agencies involved work through the same agreed set of techniques and procedures.

132. FE staff should contribute to the determination of these techniques and procedures. They will need to appreciate that to achieve an integrated and harmonised approach, it is sensible (in the student's interests) to review existing counselling guidance and assessment mechanisms to allow for the effective introduction of the processes set out in this chapter. These processes have the potential to benefit the work of the FE institutions generally not just their contribution to TVEI.

133. The guidance and assessment processes described in this section will in many cases call for new and imaginative deployment of staffing resources. College organisation, however, like staff development and guidance procedures, should be curriculum-led.

134. FEU hopes that the publications referred to in paragraph 127 will assist colleges in the review of their guidance, counselling and assessment processes.

CHAPTER 6
Accreditation

MSC AIMS AND CRITERIA

135. It is a central aim of TVEI that more 14–16 year olds should be attracted to undertake studies leading to qualifications and skills which will be more of direct value to them at work. More of them should achieve these qualifications and skills than do so at present. Educational schemes and structures established to deliver TVEI should be consistent with progressive developments in skill and vocational training outside the school environment, existing vocational education for young people under 16, and higher education.

136. The criteria most relevant to accreditation are:

(i) Projects should cater for students across the ability range, lead to one or more traditionally recognised qualifications by the end of the programme and maintain a balance between what is offered for different ability levels.

(ii) Arrangements should be made for students to receive regular assessments, and regular discussions on progress between students, their tutors and their parents.

(iii) Given the breadth of the ability range, a wide spread of qualifications will need to be aimed at, including non-advanced BTEC certificates, CGLI and RSA certificates. CPVE may also be a relevant qualification (see Annex to this chapter).

(iv) At the end of their studies students should receive a record of achievement from their LEA, describing the qualification gained and recording significant elements and attainments which are not readily deducible from the qualifications, e.g. work experience and personal successes.

137. The above criteria indicate quite unambiguously that the MSC requires TVEI accreditation to be occupationally relevant. With this go the usual TVEI criteria with regard to an all-ability clientele, and the need for the LEA to be involved in the process of certification.

EDUCATIONAL ISSUES

Standards

138. As indicated in para 135 a primary aim of TVEI is to increase the number of young people with vocational qualifications. This can be done by encouraging young people to enter vocationally orientated courses post-16, by an appropriate curriculum and realistic guidance from 14–16. Earlier chapters have attempted to show how this might be done without destroying the concept of a balanced curriculum.

139. An increased vocationally qualified workforce, however, depends not only on the increase of candidates taking vocational examinations, but also on the corresponding increase in the opportunity structure. More of the same will not necessarily satisfy the changing needs of employers or the aspirations of the young people who have been encouraged to study these courses. New vocational courses may be necessary; these in turn will require support and recognition from employers and other 'consumers'.

140. The FEU has said elsewhere that the way in which we define, teach and accredit skills and competences often leaves much to be desired and a wider definition of competence is necessary. 'In some cases this may mean different standards; in all cases it should mean higher standards'.*

141. It is a responsibility of the accreditation system to respond to this type of change, but such a responsibility can only be fulfilled if the system is realistically related to the vocational opportunities that exist, and the consumers are prepared to recognise and accord status to new courses, and new methods of assessment and new methods of accreditation. Profiles, for example, are one of the ways of recording the wide range of assessments that will be necessary to relate to a wider definition of competence and different standards. Standards are no more the prerogative of conventional examinations than skills are the prerogative of the craftsman.

The Purpose of Accreditation

142. Assessment is part of the learning process and accreditation, which traditionally means certification, should confirm individual achievements rather than rank students into norm-referenced grades of academic ability. The new curriculum of TVEI, YTS and CPVE often goes beyond the traditional base of content and knowledge to

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* *Towards a Competence Based System* FEU 1984.

include a wide range of process-based skills including personal and social achievements.

143. To achieve this purpose, accredition must, in TVEI and in all forms of vocational preparation, be seen as complementary to assessment. As suggested in para 136(iv) above, the two processes together form the record of the measurable results of participation in these schemes.

Accreditation over the Full Ability Range

144. If nationally recognised work-related qualifications are to be an aim of all TVEI schemes, it follows that accreditation of most forms of study at whatever ability level will probably be provided through one of the following bodies:*

(a) BTEC

(b) CGLI

(c) the GCE/CSE boards

(d) RSA

(e) JBPVE

145. BTEC, CGLI and RSA already offer a very wide range of occupationally-related certificates at various levels. Local TVEI project teams should therefore find it possible to come to satisfactory arrangements with one or more of these bodies for certification of many newly-designed TVEI programmes. The bodies concerned will, however, need to be flexible in matching the aims and purposes of these programmes with their own nationally recognised qualifications framework.

146. Similarly, suitable arrangements for other TVEI programmes could well be made with GCE and CSE boards; GCE boards in particular would need to be willing to consider variants to existing examination structures, perhaps taking advantage of the introduction of the new GCSE and AS examinations.

147. Another relevant avenue for new forms of nationally recognised certification to suit the objectives of TVEI may well, however, be CPVE. It is intended to be applicable across the ability range and therefore it potentially provides a natural form of accreditation for TVEI schemes in general and their various components. With this in mind, MSC has produced a short note on the issues arising from the use of CPVE within TVEI schemes. This is reproduced as an Annex to this chapter.

148. Whatever the option – BTEC, RSA and CGLI, GCE or CSE, CPVE or any combination of these – employers and students will not unnaturally seek reassurances that TVEI has somehow increased vocational opportunity, development and/or relevance beyond that which would have been possible by more conventional curricula. Otherwise the validity of the whole exercise can be questioned.

Community Validation

149. The MSC intends that TVEI schemes should be planned and delivered through co-operation between local educational and social services, industry and commerce and voluntary bodies. Local project teams or consortia, so constituted, are well placed to design schemes which have validity in both a local and a broader sense, and to negotiate nationally recognised accreditation with the examining bodies.

150. Through such a process it should be possible for schemes to have both community validation (i.e. they will be seen as realistic and of high quality by the local community, representatives of which may have participated in their design and implementation) and nationally recognised accreditation (i.e. they will lead to forms of certification set within the framework of the accreditation processes of one or more national examining bodies).

151. Many aspects of TVEI-type schemes will benefit particularly from such community validation backed by national accreditation. These include work experience, where employers may be able to provide skills of local significance assessed in terms of nationally recognised certification. Residential provision, community service and personal development studies, particularly those aimed at

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*It is also acknowledged that the Secondary Examinations Council (SEC) will in due course be a significant influence on accreditation in schools. Other occupationally-related examining and accrediting bodies also exist.

building independence in students are similarly enhanced in status by national accreditation.

152. In the design of community validated schemes close attention would have to be paid to curricular balance, bearing in mind TVEI aims and criteria. It would also be important to ensure that specially designed forms of accreditation were curriculum-led, i.e. the process of assessment and certification serve the curriculum and do not dominate it.

153. Many national examining bodies already work in this way; RSA has supported the idea of a framework of local validating and accreditation boards specifically in the TVEI context, and CGLI and BTEC for many years have encouraged the national validation of locally designed curricula. The CSE Mode III schemes offer similar opportunities.

154. A case study of community validation is given as No. 5 in Appendix D.

Principles of Accreditation

155. At the end of the TVEI scheme, the student should be in possession of a statement of the skills, abilities and competences acquired. This statement should confirm three basic elements; the list of qualifications achieved, the record of attainment wholly or partly assessed otherwise than through qualifications and as clear an indication as possible and feasible of how these elements fit together to make a logical and progressive sequence of achievements towards a given end. The use of student profiles both as a mechanism for continuous assessment and for bringing together the assessment data referred to above, is proving readily acceptable.*

156. Accreditation may be achieved through traditional, formal examination, but many of the skills, competences and experience required by TVEI are best assessed by other methods which allow positive statements of attainment, performance-based and criterion-referenced.

157. Appropriate accreditation must be established to provide logical progression into, through and out of TVEI on to further and higher education and/or to training opportunities. Different forms of accreditation may be appropriate to indicate different competences, and forms of accreditation need to follow logically from the teaching and learning strategies used to prepare the students for them.

Accreditation for Progression

158. Progression through TVEI and beyond it can be assured in a number of ways, and most national examination boards are already taking steps to ensure that their schemes give progression both within and through their provision. Many TVEI schemes, however, may require progression across the schemes offered by different boards.

159. Particular attention therefore needs to be paid to the extent to which statements of achievement, however attained, can be matched with minimum entry requirements for possible subsequent forms of certification. The degree of match or mismatch should indicate the extent to which any proposed progression is appropriate, so that work already covered will not be repeated.

160. Although BTEC, CGLI and RSA have all made progress in developing lines of progression within their own frameworks of certification, much still needs to be done to ensure logical progression between the different examination frameworks. The intended harmonisation of all BTEC and CGLI pre-vocational provision should assist this, so providing a coherent pre-vocational and vocational route alongside the well-established forms of accreditation, and taking into consideration:

(i) progression between academic and vocational routes;

(ii) the mismatch between subject-centred and package forms of study; and

(iii) the recognition of previous achievement in modular schemes of study.

161. Where local project teams consult examining bodies about devising new forms of the certification by which

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*See *Profiles* FEU 1982 and *Profiles in Action* FEU 1984.

locally-designed courses can lead to national accreditation, they need to consider carefully the objectives which the new certfication is designed to achieve. This is important not only to define the status of the qualification, but also to establish its place in the network of progression formed by the various accreditation frameworks. On the other hand, as we point out in paras 138–141 above, new patterns of compentence may be required and the existing frameworks will need to recognise and adjust accordingly.

162. The report of the Review of Vocational Qualifications Working Group, set up by the MSC at the request of the Government following the publication of the White Paper *Education and Training for Young People** should assist considerably the issues discussed in the preceding four paragraphs. Relevance, progression and recognition of competence are among the Group's terms of reference. Its proposals should enable the credible accreditation of the kinds of curriculum innovation required in TVEI-type schemes.

IMPLICATIONS FOR FE

163. Since the establishment of TEC and BEC (now combined as BTEC) the FE service has been involved in a large and complex exercise to redesign the systems of accreditation which cover a significant proportion of vocational education and training. This exercise has involved the setting of objectives, discussion with employers, and the preparation of schemes for submission for national validation.

164. FE also has a tradition of working in similar ways with CGLI and RSA. Colleges, often in conjunction with industry, have also made good use of CGLI's machinery for testing virtually any skill at any level.

165. The experience of FE in curriculum design, validation and accreditation should be shared with schools, colleges and other partners in negotiating new forms of TVEI accreditation with the national examining bodies. Between them, FE, schools and the examining bodies have a range and depth of experience which should be capable of producing relevant systems of accreditation for TVEI and similar schemes.

Annex to Chapter 6

MANPOWER SERVICES COMMISSION

CPVE AND TVEI

1. Claims are being made at the time of publication by members of the Joint Board for Pre-vocational Education that CPVE is both being discouraged and not allowed in TVEI schemes. This note sets out to clarify the situation.

2. The purpose of TVEI is to explore and test ways of organising and managing the education of 14–18 year old young people across the ability range so that seven stated objectives are achieved, and in accordance with national criteria. The first of the objectives is that more young people will be attracted to and will achieve qualifications that will be of value to them at work. Among the criteria, LEAs are required to provide 'four-year curricula with progression from year to year'.

3. In so far as courses within the CPVE framework and the certificate itself can contribute to the seven objectives, and conform to the criteria, they can form a legitimate part of any TVEI pilot scheme. The decision to include courses leading to CPVE in any pilot scheme is a matter to be decided by each LEA in the context of its pursuance of the aims and criteria of TVEI.

4. In this context the issues that the LEA must address include:

(i) how one-year courses within the framework of CPVE for 16–17 year olds can be made to form part of a coherent *four*-year programme. LEAs are not authorised to explore three-year curricula starting at 14 and terminating at 17. This does not, of course, prevent individual TVEI students from making personal decision to leave full-time education at any time after the statutory school leaving age;

(ii) how one-year courses/programmes at 16–17 fit within a four-year *progression*. Since in many TVEI schemes students will already have experienced some elements of the core and vocational studies given in the CPVE documents, the MSC will need to be assured that TVEI students embarking on courses leading to CPVE are not repeating studies which they have already taken; and that their programme offers planned progression to the fourth year of their study;

**Education and Training for Young People*. Cmnd 9842. HMSO. April 1985.

(iii) what recognised professional qualifications are available to students in the fourth year of their studies following CPVE. CPVE is by definition a pre-vocational qualification, but it is not one which provides recognition of competence in any particular occupation or profession, although it may, like GCSE qualifications, be a legitimate stage on a route to subsequent professional qualifications.

CHAPTER 7
Special Learning Needs

MSC AIMS AND CRITERIA

166. TVEI must be available across the ability range and must provide opportunities which will attract more young people to seek and achieve the qualifications and skills which will be of direct value to them at work.

167. A further aim is to accustom young people to using their skills and knowledge to solve real world problems they will meet at work.

168. The TVEI criteria acknowledge that the balance between what is offered for different ability levels will vary between projects, but ask for consideration to be given to accommodating some students with special educational needs.

EDUCATIONAL ISSUES

Equality of Opportunity

169. One of the basic tenets on which educational thinking since the war has been based is equality of opportunity. Reference has already been made in Chapter 4 to issues of gender and cultural background. The Warnock Report* focused the equality principle on students with special needs, and referred specifically, particularly in Chapter 10, to those in the further education age range.

170. Warnock defined the term 'special' in the educational sense as covering a much wider group than the mentally and physically handicapped, to whom the term had traditionally applied until a comparatively short time before Warnock appeared. The term was then defined more formally by the Education Act 1983.

171. Nevertheless, the term 'students with special needs' is still mostly used to refer to students who are either handicapped or otherwise disadvantaged – though not necessarily of low ability.

172. If the principle of equality of opportunity is to apply to such students the implication is that all the new provision for the 14–18 age range, including CPVE, YTS and TVEI must be available just as readily to them as to other students. Indeed, those designing all three of these schemes have stated an intention to make them applicable to a wide or full ability range. The determination they show to provide for those with special needs will be the earnest of these intentions.

Broadening the TVEI Concept

173. To aim to cover the full ability range, but yet to offer opportunities which will better prepare students for work and for relevant qualifications would appear contradictory since some young people with special needs are unable to contemplate either qualifications or conventional employment.

174. TVEI-type schemes are likely, however, by their student-centred approach to be of considerable assistance to these young people if seen in terms of assisting them to solve real world problems and achieve greater independence and self-sufficiency.

175. The purpose of broadening the concept in this way would be to acknowledge, particularly for those who cannot aspire to normal employment, that they have the potential to develop a degree of independence and contribution to society. If they are helped to achieve this their disadvantage is mitigated by a level of personal integrity and a sense of identity.

176. It is during the years of compulsory and immediate post-compulsory education that such potential can most readily be developed, given sensitive, realistic guidance and similar opportunities to those available to other young people, located both in educational institutions and other relevant settings.

Designing the Special Needs Curriculum

177. To achieve this, however, a number of features need to be built into the design of curricula, particularly those intended for the 14–18 age group. These include:

(i) Flexibility of provision which recognises that many young people with special needs develop more

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**Special Educational Needs* – Report of the Committee of Enquiry into the Education of Handicapped Children and Young People. DES, HMSO May 1978.

slowly than the average. They may not be ready for TVEI at 14, and may take more than four years to cover a normal span of TVEI opportunities. This should not prevent them being able to enter schemes when they are ready or to stay on them until realistic goals have been achieved.

(ii) Arrangements will be needed to help many special needs students pass from this early general education into TVEI or similar schemes. Bridging or link courses will need to be designed, particularly for those in special schools.

(iii) Teams of relevant professional staff including some or all of school and FE teachers, educational psychologists, careers staff, social workers and medical staff, will need to design and operate diagnostic procedures to establish the needs and potential of individual students and set realistic objectives for entry into schemes of preparation for adult life.

(iv) Parents and students must be involved with these teams in negotiating study packages and reviewing progress at regular intervals throughout the scheme.

178. Recent vocational preparation developments have adopted some of the techniques which are most important in effective provision for those with special needs. Perhaps the most important are the individualisation of study packages and the development of a wider range of assessment methods. TVEI and CPVE both also encourage broad-based curricula with a range of options and means of delivery, modular course design and formative profiles accrediting cumulative achievement. The very fact that special needs students need such individual treatment, rather than more traditional group-based provision, has often been a stumbling block to effective group provision for them. Now that these ideas are being accepted across the ability range, it should be less difficult to accommodate special needs students in the same opportunities as other young people.

179. Since the first requirements for many special needs students are basic life skills, the principle of a core of skills and competences forming the basis of a vocational preparation scheme is very appropriate for them. Such cores exist in CPVE and YTS, and are proposed for TVEI in Chapter 4 of this document.

180. If those with special needs are to benefit from a wide range of relevant provision, curricular links between institutions will be important. These should include not only links between the (special) schools and FE sectors, but links between the LEA institutions and private and voluntary sector special institutions for particular groups (e.g. the blind and the deaf).

181. Those designing curricula to cover special needs will have to resolve a number of organisational problems to make their schemes feasible and effective. Decisions concerning, e.g. equipment, environmental adaptation and transport, can be crucial to the success of the special needs curricula.

182. The FEU publication *Skills for Living** was produced to assist those responsible for the design of special needs curricula to establish a principle of intermediate level aims, particularly as vehicles for progression for special needs students. Most FEU documentation so far produced on special needs focuses on the largest group, those with moderate learning difficulties. A start has been made on the curriculum for those with severe problems and *Learning for Independence*** gives some initial pointers in this area.

183. *Integration*
Where children under 14 attend special schools, problems are often encountered in determining when or how to integrate them into other forms of provision. TVEI-type schemes can be useful vehicles for integration as long as certain issues are examined such as:

(i) links with the normal school or FE system at 14–16, including the use of normal school or FE staff in special schools as well as special school children travelling to other establishments;

(ii) transfer of special school children into vocational preparation schemes when they are ready rather than at the normal age;

(iii) the need to adjust developmental aims and objectives to those feasible and relevant to individual students; and

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**Skills for Living* FEU December 1982.
***Learning for Independence* FEU October 1984.

(iv) the need to provide appropriate support services at the point of curriculum delivery wherever that may be.

184. If all relevant factors are taken into consideration, integration can be of benefit to all students, not just those with special needs.

Work Experience

185. Vocational preparation schemes normally contain elements of work experience. Attention needs to be given to the implications of this for special needs students, though many students, largely those with moderate learning difficulties, are already enjoying work experience opportunities.

186. Real (sometimes sheltered) work experience under sympathetic supervision or simulated work experience can be valuable for a young person who can never contemplate conventional employment, in terms of skill and confidence acquired. In other cases, though experience of the work situation may not be possible, opportunities can be arranged to practise work-related and/or transferable skills which are also important in the development of personal independence.

187. The environment, supervision and support are always likely to be crucial to the success of these arrangements. The FEU publication *Planned Experience*[*] will be useful to those designing work experience opportunities including those for special needs students.

Accreditation of Special Curricula

188. As indicated earlier, accreditation of learning, at least in terms of nationally recognised qualfications, can be a considerable problem for special needs students. Formative assessments and profiles are both helpful and important, but this is not the same as a qualification which will be readily understood whenever this would be helpful. Examining bodies have often proved very sympathetic in devising ways of helping handicapped people present themselves for mainstream qualfications. They could help even more by joining with those who design special needs curricula to devise forms of accreditation which would allow the wider range of study packages to be accredited in ways which would be readily understood in terms of their normal schemes of certification.

Staffing Implications

189. All the above has staffing implications which must be faced if vocational preparation schemes are really to cover the full ability range. In particular:

(i) staff/student ratios must take into account the special needs of particular students within tutor groups;

(ii) support staff are often almost as essential as teaching staff;

(iii) relevant staff development is perhaps even more important for those working with special needs students than for other staff. In this respect the recent ACSET report[*] on 'Teacher Training and Special Educational Needs' has been useful in initiating discussions, but staff development for special needs at 16+ is still comparatively new territory and a cohesive policy is urgently required. TVEI and similar developments provide an opportunity to tackle this problem. Staff development in this area should also be assisted by use of the FEU/DES/NFER staff resource package *From Coping to Confidence*[**], launched by the Secretary of State in January 1985.

Special Needs Check-list

190. To assist those who find themselves faced with the complexities of special needs provision for the first time as a result of TVEI or similar schemes, the National Bureau for Handicapped Students (NBHS) has produced a check-list of good practice, with sections aimed at both administrators and teachers. This is reproduced as an annex to this chapter.

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[*] *Planned Experience* FEU 1984.

[*] *Teacher Training and Special Educational Needs* ACSET June 1984.

[**] *From Coping to Confidence* FEU/NFER January 1985.

IMPLICATIONS FOR FE

191. Many of the implications for FE suggested in other chapters of this document also apply to special needs, particularly those included in Chapter 4 on the curriculum, since the main issue here is one of curriculum design, particularly on an individualised basis. Modular course progression, negotiated learning, life and social skills and personal development courses for young adults are all familiar to FE, though their application to special needs may not be quite so familiar.

192. Young people with special needs have gradually been making greater use of further education facilities for some years now, and recent developments in vocational preparation are likely to support this trend.

193. FE teachers generally will gradually have to become familiar with the requirements of a variety of young people with special needs. TVEI and its subsequent development may well give FE teachers their first contact with these students.

194. FEU intends to publish in the near future a college guide* which will seek to help many special needs students to use FE facilities and to help colleges provide effectively for them.

195. Some FE staff are already becoming well versed in designing special needs courses through work on such provision as MSC Work Introduction Courses or link or bridging courses with special schools. A body of experience is beginning to be available within FE, not only to work on special needs course design, but also to help train colleagues in special needs provision. When this experience is supplemented by that which can be found in private or voluntary colleges, schools and the youth and careers services, authorities and colleges should be able to call into play sufficient professional resources at least to make a start on tackling special provision of this kind.

196. FE colleges also have greater experience than school colleagues in general of the examining bodies relevant to this age group, and should be able to take the lead in seeking imaginative forms of certification or qualification for special needs students across the range of the Authority's TVEI scheme.

197. Similarly, FE staff should be able to initiate the consideration of how work experience opportunities can be designed to meet special needs. A number of colleges have already worked with employers to make real work experience available and meaningful to special needs students. Some MSC staff have also taken an interest in such arrangements. FE and MSC staff should therefore be able to initiate discussions with employers, voluntary bodies and other TVEI partners with a view to providing work experience which will give special needs students either a better chance of employment, or skills for living.

Annex to Chapter 7

NATIONAL BUREAU FOR HANDICAPPED STUDENTS

SUPPORTING TVEI
YOUNG PEOPLE WITH SPECIAL NEEDS
CHECK-LIST OF GOOD PRACTICE

Introduction

These two check-lists (one for administrators, one for practising teachers) offer the starting point for those who wish to ensure they are offering high quality service to all young people. While the points are relevant to all those on TVEI, they are particularly important for those with special educational needs.

Check-list for Administrators

1. EQUAL OPPORTUNITIES

1.1 Does the TVEI project offer *equal opportunities* for people across the whole ability range?

1.2 Does the project offer the same *range* of options as for other students?

1.3 Does the project fulfil the same criteria for those with special needs as it does for other students?

2. ADMISSIONS PROCEDURES

2.1 Do young people with special needs and their parents have sufficient information to be able to make a balanced judgement about their participation in the TVEI scheme?

College Guide: Meeting Special Educational Needs, FEU Publication anticipated 1985.

2.2 Does the young person have the chance to choose whether to participate, and to what extent, in the project?

2.3 Are any young people with special needs excluded from any part of the TVEI project (by design or because of administrative or physical barriers)?

3. CURRICULUM

3.1 Is the curriculum available relevant to young people and their future needs?

3.2 Is the curriculum negotiated between staff and students?

3.3 Is there an opportunity for individualised curricula to meet specific needs?

3.4 Are the skills taught going to be transferable?

3.5 Is there flexibility built in to allow extra time, extra resources and alternative examination arrangements where necessary?

3.6 Are the teaching methods going to be suitable to the needs of the wide range of needs? (Concrete, experiential with a wide range of different learning experiences.)

4. ACCESS

4.1 Is physical access to buildings and within them suitable for any physically handicapped students?

4.2 Are there suitable rooms for visually and hearing impaired students? (e.g. with suitable lighting and accoustic properties.)

4.3 Have arrangements been made to make students feel welcome and to give extra help in guiding new students round the building until they know what is generally available?

5. EXTRA HELP

5.1 Are there sufficient resources to meet the extra needs of these students? (This might include aids, equipment and/or extra staff to supplement what is generally available.)

5.2 Are there good links with other professionals in the community? (e.g. occupational therapists, physiotherapists or advisers who can advise on extra resources needed.)

6. TRAINING/SUPPORT STAFF

6.1 Are there opportunities for *all* staff to learn about the special needs of any handicapped students they will teach?

6.2 Are there sufficient opportunities for particular staff with responsibility for the handicapped to receive appropriate and in-depth training?

6.3 Is there a suitable support network to help any staff working with students with special needs?

7. ASSESSMENT OF STUDENTS

7.1 Is the assessment procedure suitable to the needs of the student and is it understood by him/her?

7.2 Are there sufficient arrangements for alternative (but equivalent) assessments to be made for handicapped students who cannot, because of certain disabilities, complete certain exams?

8. ASSESSMENT OF SCHEMES

8.1 Is there a regular review procedure that includes special educational needs as one of its main items?

8.2 If there is a regular committee to oversee the TVEI project, is one (or more) member given the specific role of following the progress of the special needs programme?

8.3 Is there an effective system for making changes based on recommendations of any review panel or committee?

9. IN CONCLUSION

9.1 Is there anything more you could do to secure the needs of the handicapped in the schools within your TVEI project?

Check-list for Teachers

1. UNDERSTANDING SPECIAL NEEDS AND HOW TO MEET THEM

1.1 Do you understand the special needs of the students you are teaching?

1.2 Do you know how to meet the needs of these students?

1.3 Do you know where to find out more about these needs and how to meet them?

1.4 Do you know how to contact support teachers, and other professional staff who can offer help and advice?

1.5 Do you know what extra aids, equipment and staffing are needed and how to procure and use them?

2. SETTING GOALS

2.1 Have you worked with the student to set mutually acceptable goals?

2.2 Have you asked students and previous teachers (as necessary) about learning difficulties that might affect the goals set?

2.3 Are the goals broken down into small enough (and clearly stated) objectives so that they are understandable and realistic to the student?

2.4 Have you been able to assess (or enable others to assess) the student in areas where you or s/he feel more information is needed in order to set goals?

3. TEACHING

3.1 Is the curriculum relevant, acceptable to the student; teaching transferable skills; concrete and experiential in content?

3.2 Is the curriculum flexible and individualised for each student, and penalised where necessary to account for special needs? (e.g. extra help where needed, building on existing strengths or concentrating on areas that are most useful to the student).

3.3 Are you using the correct equipment, aids and extra help that is most effective for students?

3.4 Have you given handicapped students an opportunity to understand and discuss individual needs?

3.5 Do you regularly review your curriculum and teaching methods, and adjust them to fit the needs of the handicapped?

4. ASSESSMENT

4.1 Have you made sure that the assessment techniques you use are adequate to test and explain the skills learnt by a student?

4.2 Does the student understand the assessment and appreciate its value?

4.3 Do you adapt exams and other formal assessments so that students with special needs have an equal opportunity to show their skills? (e.g. use of amanuensis, special equipment or extra timing?)

4.4 Do you explain the results of assesments to students and use them as a basis for future work?

5. CONCLUSION

5.1 Is there any way you feel you could better serve the needs of the handicapped you teach?

CHAPTER 8
Evaluation and Review

MSC AIMS AND CRITERIA

198. TVEI schemes must allow for emphasis to be placed on careful monitoring and evaluation. The overall conduct, assessment and development of the initiative will be assessed and monitored by MSC and the TVEI Unit it has established for this purpose.

199. Evaluation and review will need to cover the ways in which all the criteria are applied and delivered. Evaluation is an integral part of any curriculum design and planning process. (See para 46.)

EDUCATIONAL ISSUES

Purpose and Interested Groups

200. TVEI is, at this stage, a series of pilot schemes. The purpose of a pilot scheme is for people to learn what can or cannot be done, or what is or is not worthwhile. To achieve these ends, the pilot schemes need systematic evaluation of the practice of TVEI. Similarly, further developments from or on the lines of TVEI will need regular evaluation.

201. Different groups of people will, however, want to benefit from such an evaluation, and each group will be asking different questions which may require different forms of enquiry. The main groups are:

(a) *MSC*
MSC has commissioned a major exercise to evaluate the results of its significant input of resources into TVEI. The programme has a number of strands including the collection of objective and detailed information on all aspects of the new curricula developed by the pilot authorities. A range of special studies is also planned, building on the results of evaluation exercises carried out by individual authorities, and examining particularly the variety of methodologies employed in the various local schemes.

(b) *LEA*
The LEA both administers schemes locally and is ultimately responsible for what goes on in the schools. The LEA therefore will want to know the lessons that can be learnt about specific areas of curriculum innovation, resourcing the management of the innovation, and how the concepts can be further developed in institutions covering the 14–19 age range.

(c) *Schools, Colleges, and Teachers*
A different set of questions will be asked by the participants as opposed to the administrators of TVEI. A complex organisational and curriculum innovation needs to be closely monitored so that it can be constantly improved; subsequent curriculum development will be based on a continuous process of evaluation and review. This will involve self-evaluation by teams of teachers as well as by individuals. Initially, TVEI money is available for few institutions, but these are pilot schemes from which all can learn. There is a need therefore to be drawing lessons for educational practice from which others, not participating in pilot schemes, can learn.

(d) *Wider community*
An important feature of TVEI is the link between schools, colleges and the wider community, especially employers. Parents for instance have a right to know about educational changes that affect their children. Part of the evaluation therefore will need to address itself to the questions that employers, parents, and others are asking.

(e) *HMI*
As the Secretary of State's formal assessors of the value of classroom experience, HMI will wish to carry out a wide-ranging evaluation including assessments of the participation of all the above in the planning and delivery of new integrated schemes.

Management across Institutions

202. Most TVEI schemes require consortia of (or at least links between) institutions used to a fair measure of autonomy with parameters set by their authorities. Such co-operation, which will be both horizontal (between schools) and vertical (between schools and colleges and training institutions), is often difficult to manage in practice. The evaluation will therefore need to address itself to how schools and colleges manage:

(i) joint planning of and integrated approaches to the curriculum with special reference to progression and continuity through to 18;

(ii) sharing of resources, including staff, equipment and materials;

(iii) developing common schemes of guidance and profiling.

Management within Institutions

203. TVEI is innovatory and, as with most innovations that challenge traditional methods, content, and organisation, it will create opportunities for innovation in the management of institutions. The evaluation will need to draw out the necessary changes in attitudes and skills in order to create more relevant structures.

Selection of or for TVEI

204. Certain 'hard data' must be collected on who is recruited for TVEI – their attainment, ability levels, gender, ethnic group and aspirations. There is a danger of TVEI becoming a practical curriculum for the middle range of ability or for the less able. Only systematically obtained data will enable project directors and their colleagues to avoid this danger.

Equal Opportunities

205. Already we are seeing in some TVEI schemes different choices amongst boys and girls, moving away from the traditional pattern (technological for boys; commercial, personal, and community for girls). There is also evidence of changed images of what is possible and desirable. The balance to be struck, particularly at 14–16, between negotiation and reduction in sex stereotyping must be a matter of curriculum design. Evaluation needs to look closely not only at choices, but also at real options, the organisation of classroom activities, division of labour in shared tasks, teaching styles and arrangements for progression to courses that enhance for all students the range of vocational options.

Accreditation

206. The methods by which technical and vocational curricula are accredited will be different from scheme to scheme – GCE 'O', 'A' and 'AS' levels, CSE, CEE, BTEC, diplomas and certificates, CGLI, CPVE, RSA and so on. The effect upon the curriculum of whatever system is adopted will be profound, either by liberating the curriculum from traditional constraints, or limiting its aspirations by a system geared to quite different ends. The form of accreditation and its effect need to be closely monitored, together with the progression thereby facilitated both through TVEI and into further education and training.

Links with the Wider Community

207. These links relate particularly to the employers and institutions of higher education which are the next steps in a programme that is claimed to be both progressive and relevant.

Public Recognition of TVEI

208. The success of TVEI depends partly on its recognition by the wider public – parents, employers, educational and training institutions. It will be important to examine what impact TVEI has had upon such people and the grasp they have of what is being achieved.

Curriculum

Content

209. Central to evaluation is a full description of what is happening. Many recipients of schooling (parents and employers indirectly, pupils directly) have little detailed understanding of the shape of the curriculum, its content and the links between parts. It is particularly important that they should appreciate the rationale behind the vocational and technical elements, particularly the learning objectives, the activities and the skills to be acquired. Important differences will no doubt emerge about the interpretation of 'technical' and 'vocational', but these differences need to be understood and made explicit.

Continuity of Planning and Implementation

210. TVEI at this early stage is a good example of 'curriculum on the hoof'. Teachers are being asked, as rarely before, to develop a progressive and integrated programme for 14 to 18 at the very time they are implementing it. This requires team thinking and planning across institutions. The process of curriculum development needs therefore to be closely monitored, mainly through records of meetings.

Teaching/Learning Styles

211. A significant feature of TVEI is the more activity-based and co-operative forms of learning. These need to be systematically observed, recognising the difficulties encountered by teachers in the shift from more didactic styles of teaching and exploring the opportunities of the enrichment of teacher/learner experience.

Quality of Learning

212. There is evidence from many TVEI pilots that pupils are better motivated; they like the more relaxed atmosphere, the co-operative approach to problems, the greater degree of practical work. Such increased motivation alone, however, does not necessarily produce similar or higher levels of learning than previously. It is therefore important to be able to gauge to what extent new curriculum contents and approaches are leading to valid standards in terms of the new curricular objectives. This is not easy to deduce because standards are so difficult to measure, but the point needs exploring. Various approaches need to be looked into: the judgement of the teachers, the views of the pupils, examination results and the achivement of objectives that have been developed (within MSC broad criteria) by the TVEI team.

Guidance, Counselling and Profiling

213. Central to TVEI, as indeed to all pre-vocational developments and YTS schemes, is a continuous form of guidance and counselling, reflected in the profiling of youngsters' experience and achievement. Considerable difficulties have been met however in both constructing and implementing an adequate programme. These difficulties include the organisation of profiling within a curriculum, the time needed for implementing it adequately, the skills required for guidance and counselling and the selection of a suitable framework for profiling (for instance, a check-list of achievements). The evaluation needs to look closely at the face validity of any profile and the difficulties in implementing it.

Effect on the Rest of the 14–18 Curriculum

214. TVEI may affect the rest of the curriculum in various ways, such as making certain options non-viable in terms of numbers and/or finance, influencing through its knock-on effects the teaching and learning styles elsewhere, making the case for increased technology and vocational guidance in non-TVEI areas or generating curriculum thinking. This clearly needs to be monitored. There is little point in achieving success for some at the expense of an inadequate curriculum for others.

Cross-referencing of Evaluation Exercises

215. Any evaluation within a single institution, or covering several institutions, should relate as far as possible to that of other agencies engaged in similar work. First, the TVEI Unit has a small section whose role is to manage the national evaluation, and to co-ordinate the different strands with the local evaluation exercises undertaken by LEAs/EAs. This section will gather from each scheme data which is valuable to any local evaluation study. A second useful reference is the TVEI regional advisory staff. Thirdly, there is HMI, which is already involved in the evaluation of TVEI and will be producing reports in due course on specific schemes. Both the first and third of these points of reference will be looking at TVEI schemes nationally, while the second will have a regional overview. Within authorities, evaluation can take place at both authority and institutional level. A valid judgement of the value and quality of TVEI-type schemes will depend on a comparison of the evaluation exercises completed at the various levels.

Relating Evaluation to the Main Issues

216. In evaluating TVEI-type schemes there must be continual reference back to the MSC Aims and Criteria

and to the main educational issues identified in each of chapters 3 to 9 of this document. In this context it is interesting to remember that in the second round of pilot schemes MSC has asked LEAs to earmark at least 1% of its MSC funding specifically for compulsory evaluation exercises.

217. Pilot schemes require on-going local internal evaluation by the LEAs and institutions concerned, as well as external evaluation by bodies such as MSC.

218. Annex 2 to this chapter seeks to identify specific evaluation questions relating to the MSC Aims and Criteria highlighted in each of Chapters 3 to 9.

Evaluation Methods and Procedures

219. Guidance and suggestions on evaluation methods and procedures are offered in Annex 1 to this chapter.

Staff Development

220. All the above issues have significant implications for staff development; evaluation needs as much training and support as any other aspect of curriculum development (see FEU curriculum development model in Chapter 3, paragraph 46), and is therefore a fundamental aspect of the complementary staff development exercise.

IMPLICATIONS FOR FE

221. Colleges taking part in TVEI-type schemes will become involved in evaluation exercises at various levels. Some will be external, relating to national, regional or authority evaluation, but some will be internal relating to the part being played by the college, its department or individual courses in TVEI schemes. Colleges will need to contribute as requested and appropriate to the external exercises, but need to be prepared to initiate their own internal reviews on a thorough and regular basis. These internal exercises will need to be carefully designed to provide colleges with a true picture of their own contribution to TVEI, so that colleges can better appreciate the nature of this involvement in the evaluation of the authority's TVEI-type scheme initiatives.

222. In designing their internal evaluation, colleges should ensure that feedback covers organisation, management and promotion of TVEI schemes as well as curriculum.

223. In evaluation as well as in other aspects of TVEI, FE can offer useful previous experience arising from the regular reviews required by some of the examining bodies in the vocational field.

224. FE staff should not only be concerned with the evaluation of provision in the last two years of TVEI schemes; as has been pointed out in other chapters in this document, FE should be participating in the planning and delivery of the full four-year scheme, and should therefore be involved in the evaluation of the total scheme.

225. Staff involved in the 14–18 curriculum in general are likely to have to become accustomed to more frequent reviews of provision for this age group. This may be less of a novelty to FE staff than to school staff, but it will still mean the establishment of more regular or standing curriculum review procedure in colleges.

226. The need for effective, regular evaluation and review of TVEI-type schemes stresses the need frequently expressed in this document for colleges to work positively as parts of integrated, inter-institutional networks within their authorities.

227. It is normal for FE to involve the wider community in its internal evaluation exercises, through, for instance, advisory committees or working groups of governing bodies or academic boards. This experience should be useful in establishing evaluation exercises at authority or institutional level involving all the partners in TVEI schemes.

Annex 1 to Chapter 8

EVALUATION: STRATEGIES, METHODS AND PROCEDURES

1. *STRATEGIES*

1.1 The evaluation can be *formative*, e.g. the data is fed back into the programme being evaluated which is then modified accordingly; or it can be *summative*, e.g. it is concerned with the quality and output of a developed programme. It can be a combination of both of these. The role of the evaluators thus varies from a committed supporter whose aim is to make the programme a success – to a neutral observer concerned primarily with outcomes.

1.2 Evaluation can relate to quality, e.g. to what extent are the curricular aims fulfilled. It can relate to cost-effectiveness, e.g. what resources were expended and what were the outcomes. It can be global, e.g. giving a national or regional evaluation; or it can be local, e.g. related to a single institution. It can be related to all the processes of curriculum development: analysis of needs, programme design and implementation, assessment and review, support; or it can be related to one or more of those processes. Evaluation can be short-term, e.g. over an academic term or session; or longitudinal, e.g. over the whole duration of the 4-year programme and beyond.

1.3 In general, *Supporting TVEI* is concerned with short-term local evaluation of those aspects described in this document. Whatever the strategy however, it should be clear to all concerned, otherwise insufficient or too much data will be collected.

2. *METHODS*

2.1 A useful start can be made by constructing and discussing an evaluation matrix. An incomplete example is shown below.

It is simply a two-dimensional framework indicating the aspects to be evaluated and the possible sources of data. Each elemental rectangle can then be considered and completed in turn. Thus in evaluating the way in which a TVEI programme has been planned and organised, school/college managers and LEA advisers may need to be subjected to a questionnaire (Q) and an interview (I); and so on.

2.2 Another useful exercise is to construct a check-list of questions, exploring each aspect to be evaluated. Such questions should encourage reflection and provide a basis for more detailed data-gathering. An example of a possible check-list related to this document, is given in Annex 2. The matrix described above could then be used to decide from whom and where the data is to be gathered, e.g. by assigning question numbers to the matrix spaces.

SOURCES OF DATA ASPECT OF EVALUATION	TEACHERS	MANAGERS	STUDENTS	LEA ADVISER	EMPLOYER
PLANNING AND ORGANISATION		Q I		Q I	
NATURE OF CURRICULUM					
GUIDANCE, COUNSELLING AND ASSESSMENT					
ACHIEVEMENT AND ACCREDITATION					

An Evaluation Matrix

2.3 The usual techniques and instruments used for evaluation include:

(a) questionnaires – questions can be objective, open-ended or a combination of both; but remember the data has to be analysed!

(b) interviews – can be structured, semi-structured or completely informal. This depends on the nature of the data being collected, the location of the interview and the interviewee.

(c) observations – these may be interventionist, usually associated with formative evaluation, forming a basis for a discussion of problems etc.; or they may be non-interventionist concerned only with simply the collection of data.

(d) peer appraisal – usually carried out by the teaching team responsible for the programme, or part of the programme. Very much an element of formative evaluation (and therefore of staff development). The inclusion of an outside 'expert' can increase the objectivity and enrich the reflective process*.

3. *PROCEDURES*

3.1 Collection of data.
There is already a great deal of evaluation of TVEI taking place because it is a pilot programme. Consequently, there should be some data around, so an appraisal of available data already being collected should always be made if possible.

3.2 The data may be quantitative, qualitative or both. Local self-evaluation (i.e. by teachers/managers) requires as a first step an agreed analysis of the aims of the curriculum and (where possible), its outcomes – which may be specific or otherwise. At this level the methodology of evaluation has much in common with that of assessment – but the use of the data will be different. Generally however, evaluation is concerned with programmes and assessment is concerned with individuals.

3.3 Questions for evaluators.
Below are various questions against which internal evaluators may wish to check themselves. They are based on earlier work carried out for the FEU**.

(i) How will you start? If it is to be problem-centred evaluation, how and by whom will the problems be identified?

(ii) Who will undertake the general planning of the evaluation?

(iii) How and by whom will the planning and conduct of the evaluation be supervised?

(iv) Which sources of information will you draw upon? If employers are to be approached, how will they be briefed about their contribution to TVEI?

(v) Who will do the actual drafting of questionnaires, interview schedules etc.?

(vi) Who will carry out interviews, administer the questionnaire etc.?

(vii) Who will collate and analyse the information collected?

(viii) Who will produce the reports (if any)?

(ix) How much of (a) your time (b) other people's time is available for the evaluation? Is it enough?

(x) Do you have the other resources necessary to carry out an evaluation?

(xi) How clear are you about what you want to find out? How clear do you need to be?

(xii) How will you choose the appropriate methods of collecting the information?

(xiii) Do you or your colleagues have the knowledge and skills necessary to use the various techniques of inquiry?

(xiv) What kind of information might other people want from evaluation? To what extent will you be able to (or should you) provide it?

(xv) What methods are available in your organisation (department, college) for passing on information to the people who should have it?

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*See *Leadership in Learning* FEU 1981.
***College-based Course Evaluation* (See Section Twelve) FEU 1983.

(xvi) What new methods, if any, will you have to invent for passing on the information?

(xvii) How likely is it that action will be considered or taken as a result of the evaluation?

(xviii) What support might be needed by people who wish to change their practices as a result of the evaluation?

3.4 Types of reports.
The type of report to be written should obviously relate to the use to which the report is to be put. This in turn depends upon the evaluation strategy (see 1 above). Formative evaluation reports may need to be short and produced as quickly as possible so that any appropriate action can be taken. Summative reports may have to be written more carefully and often for a different audience.

3.5 Where possible the reports should be checked with those who have contributed the data. Individual and group meetings are often a good idea. Accuracy and the need for anonymity need to be checked. Where appropriate some form of written response or commentary (on a summative report) by those evaluated, can add to the value of the report. Much depends on the time available and on the assurances made by the evaluator(s) to the participants.

Annex 2 to Chapter 8

RELATING EVALUATION TO THE MSC AIMS AND CRITERIA AND THE MAIN EDUCATIONAL ISSUES IN TVEI

SOME SUGGESTIONS FOR A BASIS FOR EVALUATION

See Chapter 3 of this document, which raises the issues of the planning, management and co-ordination of TVEI schemes, including promotion and the involvement of all essential contributors.

A. *Planning the Four-year Framework*

1. Does the scheme cover the full ability range?
2. How effective is it in creating a bridge from school to work?
3. How does it provide flexible opportunities for logical progression through a variety of approaches?
4. Is it a fully collaborative scheme involving all the relevant partners, including FE, and what mechanisms have been devised to support collaboration?
5. What awareness exercises been undertaken and how effective are they?
6. What entry criteria have been devised, and how effective have they been as an aid to recruitment?
7. To what extent have resources been adequate to allow a viable scheme to be run?
8. How effective have planning, co-ordination and promotion mechanisms proved?

B. *The Nature of the Curriculum*
See Chapter 4, where the emphasis is on the nature of the 14–18 package and the case for a common core is set out. Vocational experience and equality of opportunity are the issues raised.

1. To what extent has the curriculum equipped students better to enter the world of work?
2. How has real equality of opportunity been built into the new curriculum?
3. How does the curriculum encourage initiative, motivation and positive personal qualities?
4. What arrangements have been made to ensure that students are offered work experience (real and/or simulated) and vocational options related to likely job opportunities?
5. How has a proper balance been maintained between the general, technical and vocational elements of the curriculum?
6. What range of opportunities for progression to subsequent training/educational facilities does the curriculum facilities provide?
7. To what extent has it been possible to devise a co-ordinated curriculum package covering a core of knowledge and experience supplemented by a wide range of options and specialisms?

8. What steps have been taken to ensure reasonable complementarity between TVEI, YTS and CPVE?

9. How does the TVEI curriculum relate to the authority's total 14–18 provision?

C. *Guidance, Counselling and Assessment*
See Chapter 5, which deals with the purpose, stages, process and delivery of this aspect of curricular development.

1. To what extent have the differences and relationships between these three curricular features been appreciated by staff and students?

2. How have these services been related both to the personal needs of students (of both sexes and all races) and to opportunities for work, further education and/or training?

3. How do these services support the progressive aspects of the curriculum?

4. In what ways are students and parents, as well as teachers, regularly involved in negotiation of study packages and the assessment of students' progress?

5. How effective are the methods which have been devised for recording students' achievements and attainments?

6. Which specialists or specialist agencies have been involved in the guidance, counselling and assessment processes?

7. Are these services both integrated and harmonised?

D. *Accreditation*
See Chapter 6 where the main issues raised are the purpose, range and principles of accreditation, standards, community validation and progression.

1. How can more 14–18 year olds achieve through the scheme qualifications and skills which will be of more direct value to them at work?

2. How do these qualifications and skills relate to recent technological developments, to continuing opportunities in skill and vocational training outside school, to existing vocational education provision and to higher education?

3. How has a balance been maintained between qualifications offered for different ability levels?

4. To what extent have the possibilities offered by all nationally recognised examining bodies been explored at all relevant levels?

5. Has the potential for certification through CPVE been explored? If so, what does it lead to in year four of the programme?

6. To what extent has community validation of certification been explored?

E. *Special Needs*
See Chapter 7, which focuses on equality of opportunity, broadening the TVEI concept, curriculum design, integration, work experience, accreditation and staffing, all in the context of students with special needs.

1. To what extent has the all-ability principle of TVEI been applied so as to include at least some special needs students?

2. How is TVEI being used to enable those who have little hope of conventional employment to achieve greater independence and self-sufficiency?

3. What arrangements have been made to allow special needs students to progress more slowly than most other students, perhaps entering TVEI by means of bridging opportunities?

4. What arrangements have been made for all the necessary support staff and agencies to be involved as and when appropriate?

5. How is the notion of a core of TVEI skills and competences being exploited for special needs students?

6. What opportunities have been found to link into TVEI schemes locally-based establishments catering for particular forms of handicap?

7. What work experience opportunities have been devised for students with special needs?

8. What forms of certification and accreditation have been devised and discussed with the national examining bodies?

9. How do staffing policies take account of special needs students?

F. *Evaluation and Review*

See Chapter 8, which identifies the purpose of evaluation, the levels at which it should operate and the aspects which need to be evaluated and reviewed. It also points the need to include evaluation techniques in programmes of staff development.

1. Is evaluation and review seen as a fundamental part of curriculum development, as indicated in the FEU model?
2. How and to what extent is everyone necessary involved in the evaluation process, including community representatives?
3. How effectively do staff development programmes train staff in evaluation and review principles and techniques?
4. How is evaluation being applied at all necessary levels – institutional, inter-institutional, authority, regional and/or national?
5. Is evaluation being applied to all aspects of the scheme, including promotion and public recognition?
6. How are the new curricula being related to other 14–18 opportunities?

G. *Staff Development*

See Chapter 9, where it is shown that staff development should be curriculum-led and should be planned on a collaborative basis. The essential ingredients are highlighted together with relevant strategies.

1. Is staff development curriculum-led?
2. What staff development is being provided for each aspect of new curriculum development?
3. Is staff development planned and delivered on an inter-institutional and inter-agency basis?
4. Do staff development arrangements cover both teaching and support staff on an integrated basis?
5. How is curriculum planning being used as a staff development exercise in itself?
6. How wide and effective is the range of staff development strategies being used?

CHAPTER 9
Staff Development

MSC AIMS AND CRITERIA

228. There is no specific reference to staff development in either the aims or criteria set out by MSC, but paragraph 11(i) of the Criteria requires authorities to 'envisage appropriate resources for effective delivery of the programme'. There are clear intentions here for staff development.

229. The MSC made these intentions more specific by the provision, in the second round of pilots, of money specifically for this purpose.

230. The Secretary of State for Employment then wrote to the Chairman of the MSC on 19 March 1985 and invited the Commission to co-ordinate and administer a two-year programme of training for staff working on such schemes. £25m was provided for TVEI-Related In-Service Training (TRIST), and all LEAs were invited to submit proposals, whether or not they are or will be involved in TVEI pilots.

EDUCATIONAL ISSUES

231. The implementation of TVEI has brought a large increase in the resources for those authorities, schools and colleges taking part in pilot schemes. It would be a mistake however to believe that a major curriculum shift can be achieved solely by increasing the level of funding; an essentially innovative project such as TVEI must be the provision of successful staff development and support derived from the demands each programme makes upon individuals, departments and institutions. This chapter and Case Study No. 7 in Appendix D examine strategies by which this can be ensured.

232. Many teachers and managers are welcoming and initiating change, and most project teams are likely to include staff with successful experience in one or more aspects of TVEI. Other teachers may have experienced problems in moving from academic and subject-centred ways of learning to activity-based and cross-subject approaches. Yet others will need to become familiar with, or to train in, new technologies. All need the encouragement and support of continuing staff development, for which the previous experience of some of the teachers concerned can provide a valuable basis.

Curriculum-led Staff Development

233. Staff development should be curriculum-led – which implies that its direction, content and organisation should come from the demands that the curriculum makes upon those who are responsible for its organisation and delivery.

In broad outlines, these demands are related to:

- the encouragement in students of initiative, enterprise and problem-solving abilities;
- the use of activity-based learning methods;
- designing and implementing the curriculum structure round a common core;
- achieving a balance between general, technical and vocational education;
- selecting, obtaining and integrating work experience;
- designing programmes which will relate to potential employment opportunities;
- introducing students to the use and potential of new technologies;
- teaching across a wide ability range;
- ensuring equal opportunity (regardless of sex or race);
- undertaking forms of assessment and review which are continuing, flexible and student-centred;
- playing a part in the range of guidance, counselling and support services to students on the scheme; and
- an involvement in planned evaluation.

235. Very little in TVEI curricula is entirely new, but the total TVEI package presents a challenge to local education authorities, schools and colleges. This places a heavy responsibility upon teaching, co-ordinating and managing staff and upon those who make arrangements for their supportive staff development.

236. Many of the demands on staff relate to amendments to teaching styles and to teacher-learner relationships arising, for instance, from the need to implement appropriate programmes with low achievers, or the induction of new teaching and learning styles into established academic courses. Teachers are also likely to need to work collaboratively outside their establishments, e.g. negotiating and supervising monitoring experience in the work-place. To many teachers the promotion of equal opportunity will also create new professional demands. All this implies the taking of risks outside the routine teaching experience.

237. Implementation of a new curriculum involves five key activities normally best tackled on a group basis. The five activities, set out earlier in paragraph 46 are:

> needs analysis; curriculum design; implementation; evaluation and design; support

238. Much staff development arises from experience of planning and implementing new ideas, particularly if these activities are undertaken by teams rather than individuals, because teams bring together a wider range of ideas and experience, and require actions to be justified against more than one set of criteria.

239. Programme teams should also be the medium through which to identify the demands of the curriculum and compare these with the strengths and weaknesses of the team. A comparison of these two analyses will help to identify development needs in a way that builds upon both individual and collective strengths, establishes practical priorities and offers very little threat to individual teachers and managers.

240. Curriculum-led staff development for TVEI projects can take different forms depending on the emphasis within the five curriculum activities. For example:

(i) when curriculum is designed in advance and separately from the programme team. The remaining tasks for team members are: to familiarise themselves with what is required; to identify and interpret the demands that are being made on them and their schools and colleges, to decide what strengthening and assistance they need and then how best to secure them;

(ii) when a curriculum structure only is given, e.g. in 'O' levels and BTEC units, where aims and objectives and in some cases assessment modes are given, but where teaching and learning strategies are the responsibility of the school or college and/or individual teachers. Here the tasks of a programme team are larger; its members will be required to devise strategies to realise the intentions of the programme with the students currently undertaking it. This is often a creative and developmental activity. It can also, however, be a conservative exercise, where strategies are selected to fit the strengths and preferences of the available staff instead of teachers seeking to extend their competence to meet the demands of unfamiliar strategies;

(iii) when few curriculum directions are given. In these cases, groups have to design the whole or sections of a programme from their own ideas, preferences and experiences. As with the previous option this can be a creative or developmental activity, and, particularly where groups are inter-disciplinary and inter-institutional, progressive and effective programmes can result. It can also offer the same disadvantage of repeating the tried and familiar.

Collaboration Between Institutions

241. All TVEI projects involve more than one institution. They thus require a collaborative approach to curriculum and therefore staff development. Within TVEI, it is important that all the institutions involved collaborate in curriculum and staff development from the beginning of each programme.

242. Inter-institutional staff development and support should have a positive pay-off in the form of increased understanding, motivation and competence together with some fewer day-by-day difficulties of implementation. Some problems which can arise where such collaboration is not accepted practice are examined in the question and answer annex to this section.

243. Curriculum-led, inter-institutional staff development cannot stop at teachers but should include staff working in co-ordination, management, technical and support services.

244. *Essential Ingredients*
For individuals, groups and institutions, staff development has five essential ingredients: *

- *Information* about given requirements, new regulations, available resources and practice in other centres.
- *Analysis* of the demands of each programme, and of the people and organisational arrangements upon whom these are made.
- *Innovation* resulting in new and modified practice in teaching, co-ordination and management.
- *Support* for the risk-taking involved in trying out and sustaining unfamiliar approaches, equipment and procedures and in new resourcing strategies.
- *Reviewing* practice and experience: how particular strategies worked in what situations and with which students, and what modifications should be made next time.

Strategies

245. To achieve the continuing staff development and support for TVEI a range of strategies is available. Some examples are:

(i) visits to other centres with longer and/or differing TVEI experience; observing and discussing the means used to satisfy criteria and tackle common problems;

(ii) establishing regular meetings for programme teams, and encouraging them to tackle practical issues on a week-by-week basis;

(iii) resourcing team teaching arrangements in which teaching staff can learn from each other;

(iv) loosening and adapting organisational structures to aid collaboration and innovation;

(v) working with colleagues involved in other new developments covering all or part of the target age range, such as YTS and CPVE;

(vi) in-house and inter-institutional workshops on methods, materials and equipment;

(vii) distribution to everyone concerned of project newsletter giving up-to-date information on development, resources and good practice;

(viii) establishing centrally located resource centres of commercially and home produced learning and reference materials;

(ix) participating in local, regional and national courses and conferences usually in that order of preference. Attention should also be given in this to the avoidance of creating two groups: those who go to conferences and know about things and those who stay behind and don't;

(x) residential staff development, where programme teams can learn at an accelerated rate;

(xi) secondment to industry and other relevant experience;

(xii) staff exchange and other internal and external joint activities between school and FE, school/FE and industry and other partners in the scheme; and

(xiii) the employment of consultants and trainers when external stimulus and expertise are required.

246. Staff development and support for TVEI, although separately focused and funded, should be planned by education authorities in the context of across-the-board stimulus and support for curriculum change. Much of the curriculum thinking is similar across differing schemes and funding arrangements; many of the staff concerned with TVEI, CPVE, YTS and other pre-vocational initiatives are colleagues or even the same people.

247. All the suggestions listed in the above two paragraphs call for imaginative strategies for the use of staff time and resources. They may also be affected by differences between schools and FE regulations though such issues should be capable of resolution through local arrangements.

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*See *Teaching Skills* FEU, June 1982.

IMPLICATIONS FOR FE

248. In staff development, as in so many aspects of TVEI, many of the implications for FE relate to the willingness of colleges and staff to join willingly and positively in inter-institutional arrangements, including opportunities for schools and FE staff to gain experience of teaching in each other institutions. It therefore follows that no establishment can expect to train its staff in isolation.

249. Colleges generally have staff development policies or mechanisms operated through academic boards or staff development committees. Many such policies were designed before the recent curricular emphasis on vocational preparation and before recent special funding mechanisms became available for vocational preparation curriculum and staff development (e.g. TVEI pilot schemes, DES earmarked grants, regional curriculum bases). Many colleges will, therefore, need to rethink their policies for staff development to take account of the recent events. Emphasis will now have to be shifted towards vocational preparation and other recent movements in curriculum change, towards in-house provision, collaborative arrangements and use of special training mechanisms.

250. In particular, much more imagination will have to be shown in devising forms of provision to fit local circumstances and available resources, rather than relying on forms of training which have become traditional (e.g. secondment for master's degrees or DES short courses).

251. FE will need to recognise that other partners in TVEI can provide valuable training resources or opportunities for FE staff involved in TVEI and similar provision. Industry can, for instance, provide familiarisation training opportunities or staff to assist with training schemes. Schools also have more experience of dealing with many students who will be new to TVEI. Careers and Youth Service staff have traditionally been trained in some of the skills which will now be required by FE (and school) staff.

252. Similarly, FE must be ready to earmark staff with much to offer to the training of colleagues from other services involved in TVEI.

253. Staff in FE, as in other collaborating services, may well have to see their future training opportunities in terms of the college's or even the authority's requirements rather than their own. Given the likely emphasis in FE provision in the forseeable future, however, any dichotomy may not be as great as may be feared; opportunities for advancement may well depend heavily on familiarity with and competence in vocational preparation and other new areas of college work.

ANNEX TO CHAPTER 9

QUESTIONS AND ANSWERS ON STAFF DEVELOPMENT ISSUES

Q1. How much is staff development for teachers concerned with improving subject competence, and how much with the way students learn?

A1. In the context of TVEI it is both. Teachers need to be updated in areas of advancing technology, but the focus of development should be on learning processes and teaching strategies. This comes from the emphasis in the TVEI criteria upon encouraging initiative, problem-solving abilities and other aspects of personal development and the recognition that much of what people learn comes from how they have learned it.

Q2. How important is a team approach to in-house staff development?

A2. It is difficult to see how an integrated curricular approach such as is central to the aims of TVEI can be achieved other than by a team approach. Individuals do not become teams by simply being called together and called a team. Teams require some initial team-forming activities, effective monitoring in terms of tasks, effective maintenance in terms of review and recognition and appropriate management, particularly in terms of resourcing and of integration into the purposes of the institution.

Q3. Should TVEI staff development funding concentrate upon resourcing courses and conferences or providing for the release of staff?

A3. For the team-based approach to be successful, funding should be used to build development into each teacher's timetable. However, a reserve should be kept for resourcing external assistance and secondment when need for these has been identified.

Q4. In some parts of the TVEI curriculum, e.g. craft design and technology, business studies and information technology, there may be difficulties in finding suitable part-time cover for teachers involved in staff development. What can be done about this?

A4. Recognising this problem at an early stage is an essential part of programme planning. These are areas of national shortage not likely to be solved in the short-term, but a number of strategies are available in alleviate the postion. These include:

- improvement in recruitment advertising;
- full-time staff may be easier to recruit than part-time supply staff, so it may make sense to appoint full-time staff to work across one or several institutions;
- mutual help between schools and colleges, including link course arrangements;
- more detailed forward planning of programmes to give cover staff adequate time for preparation; and
- using the staff development model of regular one or two period technical workshops which make less demand on specialist cover than full-day or block release.

Q5. How important will inter-institutional co-operation be for TVEI Staff Development?

A5. Just as a team approach will be crucial to in-house staff development, an inter-institutional approach is crucial to ensuring even staff development in terms of shared objectives, consensus planning, removing barriers to development, disseminating good practice and stimulating inter-institutional links in the interest of student progression. Clearly inter-institutional links must be effective at all levels of staffing, but it is unlikely that a co-operative approach can be successful unless it has the full support of the management of all of the institutions concerned. One of the simplest and most effective ways of promoting this activity is for school and college management to be seen to be meeting and co-operating and to be informing staff at all levels of their progress.

Q6. What roles can industry and commerce play in staff development?

A6. Because of the requirements in the TVEI Criteria that programmes should be related to potential employment opportunities and contain planned work experience, it is important that teaching staff are kept up to date on the requirements industry and commerce make on young employees. A useful opportunity for increasing liasion and dialogue with industry and commerce is provided by staff visits to supervise work experience placements. Increased mutual understanding can result from such informal discussions. Short-term secondment and staff exchange can also increase both competence and mutual understanding.

Q7. What teacher training qualifications and courses are compatible with the requirements of TVEI?

A7. It is important that credit is given to time and effort invested in staff development. However, no one course validates the breadth of development experiences generated by TVEI. Some existing courses are appropriate in that they emphasise learning processes rather than subject content. These range from a full-time one-year Diploma in 14 to 19 Education to the RSA Vocational Preparation Tutors' Certificate which is based on a profile framework without a specified student content, or mode of study. As such, it can be used to give credit to a wide range of staff development activities including project teams and secondment.

Q8. The value of staff development is often doubted by teachers and managers. How best can this be overcome?

A8. By making it routine; a regular part of the job. By establishing staff development as a resourced right as well as a professional obligation. By ensuring that it does not become isolated either from the demands of next week or the overall direction of the scheme. Above all, by making it *relevant and useful*.

Q9. Some TVEI schemes are using existing off-the-shelf learning programmes including 'O' levels while others are concentrating upon the development of new work. How should staff development adjust to these differences?

A9. It is a mistake to assume that only new programmes require staff development; students change, existing courses may be adapted to new uses and everything can be reviewed and improved. TVEI, whatever the composition of each programme, requires staff to be thinking about and questioning what they and their institutions are providing and continually seeking a better product.

Q10. What organisational arrangements should be made to ensure that staff development and support take place? A TVEI Staff Development officer? An LEA-based Staff Development Committee?

A10. Staff development suffers from curriculum development and programme maintenance. Teachers and managers become more skilled in their work from extending their experience, reviewing this with colleagues, tackling and resolving problems, trying out new strategies and gaining confidence from a supportive environment. The most effective arrangements for securing staff development and support are therefore those in which they are an integral responsibility of programme tutors and co-ordinators. The appointment of specialist staff and committees may therefore be seen as a short-term measure to ensure that space, resources, encouragement, counsel, institutional status and, where relevant, training, secondment and other forms of external assistance are available when needed.

Q11. What external agencies can be helpful to TVEI staff development?

A11. *LOCAL*

- Accredited Centres. Established on an MSC Area basis, they were set up to offer training and consultancy to YTS supervisors, tutors and managers. Similarities of approach between YTS and TVEI result in their being a useful source of external assistance. Services to their priority area, YTS, are free but, unless changes are made, any provided for TVEI are likely to be charged for.
- MSC area advisory staff
- LEA advisers
- Teachers' centres
- Individuals and groups working on CPVE, YTS and similar provision
- Local branches of professional associations.

REGIONAL

- Regional Curriculum Bases which are currently heavily concerned with the promotion and development of CPVE. Curriculum similarities make them a useful resource. Some have resource centres and newsletters. All have experience of organising workshops and conferences for colleges and schools.
- MSC regional conferences and staff
- Support provided by Regional Advisory Councils
- Science and Technology Regional Organisations
- Teacher training institutions.

NATIONAL

- FEU
- The MSC TVEI Unit
- Other TVEI projects particularly those with pilot experience

- The School Curriculum Development Committee
- The Council for Educational Technology
- Understanding British Industry
- British School Technology
- The Microcomputer Education Project
- The Further Education Staff College and its consultancy service
- NICEC, CRAC, the CCDU and the Basic Skills Unit.

APPENDIX A

TVEI Aims and Criteria

I AIMS OF THE TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

(a) In conjunction with LEAs to explore and test ways of organising and managing the education of 14–18 year-old young people across the ability range so that:

- (i) more of them are attracted to seek the qualifications/skills which will be of direct value to them at work and more of them achieve these qualifications and skills;
- (ii) they are better equipped to enter the world of employment which will await them;
- (iii) they acquire a more direct appreciation of the practical application of the qualifications for which they are working;
- (iv) they become accustomed to using their skills and knowledge to solve the real world problems they will meet at work;
- (v) more emphasis is placed on developing initiative, motivation, and enterprise as well as problem-solving skills and other aspects of personal development;
- (vi) the construction of the bridge from education to work is begun earlier by giving these young people the opportunity to have direct contact and training/planned work experience with a number of local employers in the relevant specialisms;
- (vii) there is close collaboration between local education authorities and industry/commerce/public services, etc., so that the curriculum has industry's confidence.

(b) To undertake (a) in such a way that:

- (i) the detailed aims can be achieved quickly and cost effectively;
- (ii) the educational lessons learned can be readily applied in other localities and to other groups among the 14–18 year olds;
- (iii) the educational structures/schemes established to further the aims of the initiative should be consistent with progressive developments in skill and vocational training outside the school environment, existing vocational education for under 16 year-old young people, and higher education;
- (iv) emphasis is placed on careful monitoring and evaluation;
- (v) individual projects are managed at local level;
- (vi) the overall conduct, assessment, and development of the initiative can be assessed and monitored by the MSC and the TVEI Unit it has established for this purpose.

II CRITERIA

1. The pilot projects selected will represent a variety of approaches to the provision of full-time general, technical, and vocational studies which are adapted to the varying abilities and interests of young people aged 14–18. 'Vocational education' is to be interpreted as education in which the students are concerned to acquire generic or specific skills with a view to employment. Projects should cater for students across the ability range, having regard to the need for project courses to lead to nationally-recognised qualifications: the balance between what is offered for different ability levels is expected to vary between projects. Consideration should also be given to accommodating some students with special educational needs.

Content of Programmes

2. Each project should comprise one or more sets of full-time programmes with the following characteristics:

(1) Equal opportunities should be available to young people of both sexes and they should normally be educated together on courses within each project. Care should be taken to avoid sex stereotyping.

(2) They should provide four-year curricula, with progression from year to year, designed to prepare the student for particular aspects of employment and for adult life in a society liable to rapid change.

(3) They should have clear and specific objectives, including the objectives of encouraging initiative, problem-solving abilities, and other aspects of personal development.

(4) The balance between the general, technical and vocational elements of programmes should vary according to students' individual needs and the stage of the course, but throughout the programme there should be both a general and a technical/vocational element.

(5) The technical and vocational elements should be broadly related to potential employment opportunities within and outside the geographical area for the young people concerned.

(6) There should be appropriate planned work experience as an integral part of the programme, from the age of 15 onwards, bearing in mind the provisions of the Educational (Work Experience) Act 1973.

(7) Courses offered should be capable of being linked effectively with subsequent training/educational opportunities.

(8) Arrangements should be made for regular assessment and for students and tutors to discuss students' performance/progress. Each student, and his or her parents, should also receive a periodic written assessment, and have an opportunity to discuss this assessment with the relevant project teachers. Good careers and educational counselling will be essential.

Qualifications to be Attained

3. Students should normally be preparing for one or more nationally recognised qualifications to be gained by the end of the programme. Given the wide spread of ability, a wide range of such qualifications will need to be aimed at, including TEC/BEC (at non-advanced levels), RSA certificates, CGLI certificates, GCE 'A' levels and GCE 'O' levels, CSE and, when available, the proposed CPVE. Some students may seek to gain a qualification at say age 16 as a stepping stone to gaining an additional one by the end of the programme.

4. On completing their studies, students should be issued by the LEA with a record of achievement describing qualifications gained and recording significant elements and attainments which are not readily deducible from the qualification, e.g. work experience and personal successes.

Institutional Arrangement

5. Each project should be clearly identifiable and it should be clear how staff and students relate to it. Arrangements should be made so that staff, students and all those involved in the project are aware of its purpose, main features and scope. Each project should also have a co-ordinator who is responsible for the project as a whole.

6. It will be for LEAs to make and operate arrangements for admission to the programme. These arrangements should permit entry to the project of a wide ability range on the basis of readily defensible criteria. Interested parents, prospective students and their teachers should be informed of these arrangements, and provision should be made for counselling concerning entry to the programme.

7. Each programme should be part of the total provision of the institution(s) in which it takes place so that the students may take part with others in the life of the institution(s). (The education offered in the institution(s) to those not on the programme should continue to contain technical or vocational elements as appropriate, and those not on the programme should not be adversely affected by the conduct of the programme).

8. In organising the programme the LEA is expected to use existing institutions in whatever combination or adaptation is appropriate. The timetable for projects does not readily permit arrangements which would so alter the character of a school as to require the publication of Section 12 proposals.

9. It is suggested that each project, whether it is within a single LEA or undertaken jointly by several LEAs, should cover between 800–1,000 students (i.e. between 200 and 250 per year group). The Commission will be prepared to consider projects on a smaller or larger scale but MSC funding will be related to no more than 1,000 students. Numbers in excess of this would need to be funded by the authority. Each programme should be planned on the basis of an intake of four generations of students. The arrangements will need to be flexible enough to accommodate movement in and out, for whatever reason, of some students during the four-year course and should address the question whether movement out should be compensated by admission of students after age 14. There will also need to be flexibility between courses within programmes.

10. It will be for the LEA to propose whether each project should have one or more sets of programmes, its geographical spread within the LEA and any departures from the conventional pattern of the school/FE day week or year. Each project should be designed to ensure that there is a significant number of TVEI students in each participating school/college; the participating schools, individually or through consortia arrangements, can achieve a significant widening of the curriculum and of technical and vocational curriculum options; and sufficient resources can be provided for each participating school/college so that adequate facilities and equipment are available for the provision of the new curriculum options.

Resources

11. Each project should envisage appropriate resources for effective delivery of the programme, including the work experience component, on an adequate scale, in particular:

(i) Part- or full-time teachers/instructors, where appropriate from industry, as may be necessary to secure that those teaching in the project have the required qualifications, up-to-date subject expertise, and experience in, or aptitude for, working with 14–18 year olds. The requirement for formal teaching qualifications will depend on the institutional arrangements made in each case, and will need to be subject to any legal requirements as to the qualifications required under such arrangements.

(ii) Accommodation, equipment, and teaching materials appropriate to the age group and, as far as possible, reflecting changes and advances in technology.

Local Support Arrangements

12. Without prejudice to existing statutory requirements, each project should be supported and guided locally by a mechanism bringing together, in an effective manner the interests most directly concerned, viz. the LEA, local industry and commerce, teachers and lecturers, and, where possible, parents and interested voluntary bodies.

NOTES:

(i) The criteria apply to Scotland but reflect the differences in the Scottish educational system.

(ii) This Appendix is reproduced with permission from pages 24–26 of MSC's *TVEI Review 1984* (MSC June 1984).

APPENDIX B
TVEI Curricular Examples

1. Chapter 4 of this document seeks to suggest new attitudes to or strategies in curriculum development for the age group which TVEI and similar developments are meant to serve.

2. In this chapter, the idea of a TVEI core is put forward, together with an outline of what this might contain.

3. The TVEI pilot authorities had so little time to plan and implement their TVEI schemes that their ability to introduce radical new curriculum thinking was limited. To the extent that they were able, however, they all took the opportunity to move from their existing curricular positions and to plan schemes which took account of such factors as technological development in industry, commerce and the home, the decline in traditional industries and employment opportunities and changes in educational thinking.

4. *In Chapter 3 of TVEI Review 1984*, MSC summarises the main approaches taken by the 14 original pilot authorities. Some of the early trends are particularly interesting, bearing in mind the suggestions we make in our Chapter 4. For instance:

(i) All TVEI programmes include some common elements which, in effect, form a TVEI core. Core elements found in all programmes are careers education and work experience (with relevant preparation and follow-up). Other core elements found in most schemes include encouragement of initiative, team-work, coping skills and information technology. Such developments could well move on towards the kind of TVEI core curriculum we propose.

(ii) It follows from (i) above that most pilot schemes are based on the core and options system of curriculum design.

(iii) Strategies to achieve balance and breadth in the curriculum include linked options (to avoid narrow specialisation), the inclusion of core elements (e.g. technology) across several aspects of the curriculum, wide sampling of vocational areas and continuous counselling to maintain balance and coherence.

5. The wish to produce new curricular thinking in a very short space of time, coupled with the necessity to base developments on what already existed, led to some interesting but presumably initial or interim curricular structures. The annex reproduces with MSC's permission pages 13–17 of *TVEI Review 1984*, and shows five summarised examples of TVEI curricular design in early pilot authorities, followed by three examples of how such strategies translate into weekly student timetables.

6. All these examples, it is stressed, result from approaches individual authorities chose to take, since the detailed curriculum is for local determination.

7. Authorities and institutions involved in pilot schemes, and those seeking to develop from them or introduce similar developments, will wish to build on these initial experiments and their results, as shown through the various levels of evaluation. FEU and SCDC would hope that the strategies outlined in Chapter 4 will be helpful in ensuring this progression.

TECHNICAL AND VOCATIONAL ELEMENTS IN TVEI PROGRAMMES
Students' first and second years on the scheme*

TVEI Project	Proportion of school week	Description
Example A	30%	Students select one from each of these three pairs of subjects ● Computer Studies or Manufacturing Technology ● Modular Technology or Electrical and Electronic Instrumentation ● Information Technology with either Industrial Studies or Office Skills The remaining 70% of students' timetables includes elements of vocational guidance and the development of business skills.
Example B	20%	● Students experience a range of skills at a Technical and Vocational Education Centre which incorporates 8 'Studios'. ● Business skills ● Computer skills ● Personal services ● Communications ● Electronic skills ● Land based skills ● Design and production ● Hotel and food services Students initially experience all 8 'Studios' for 12 weeks and then select 5 to follow for the remainder of Year 1.
	10%	● In addition, a common core for the Technical and Vocational element is taught in the base school and includes communication; numeracy; careers; computer literacy; microelectronics; basic accounting; information systems.
Example C	50%	● Each student chooses 2 TVEI options from a wide range, including: ● Business studies ● Technology ● Agriculture ● Electronics ● Graphics ● Building studies; **and all students follow:** ● Bridging Elements ● Scientific studies ● An integrating module (designed to bring together the full range of study in the entire timetable) ● Cross-modular assignments (a series of individual projects during which most areas of the course are touched upon) ● Information technology

*All projects include: work experience; careers education etc.

TECHNICAL AND VOCATIONAL ELEMENTS IN TVEI PROGRAMMES
Students' first and second years on the scheme*

TVEI Project	Proportion of school week	Description
Example D		● All TVEI students experience 3 skills areas: **Manufacturing** ● Craft design technology ● Design and make ● Electronics **Marketing** ● Business studies ● Computing ● Word processing **Service** ● Health care & health safety ● Social care ● Catering
	30% in Year 1	**Year 1** All students do all parts of each of the three areas on a modular basis, each module lasting 12-13 weeks.
	20% in Year 2	**Year 2** Students follow modules of 8-9 weeks in 8 of the above, opting between Electronics and Catering.
		and
	10% in Year 1 20% in Year 2	● Time is also set aside for **Assignments and Projects.**
Example E	25% Emphasis on possibilities for overlap between TVEI and general education.	3 broad strands ● Technology at work ● World of business ● Personal and community services each having several sub-elements **Initially:** All students experienced sub-elements in each of the three areas by rotation. **Subsequently:** Students are free to concentrate on one or two areas, or to continue in all three. **Emphasis on:** —a range of 'common' skills; —cross-curricular assignments and teaching.

*All projects include: work experience; careers education etc.

SCHOOL A: CURRICULUM FOR TVEI STUDENTS AT 14 +

	Weekly Timetable		
	Religious Education Personal & Social Development		10%
	Mathematics		20%
	English		30%
	Physical and Recreational		40%
OPTION BLOCK	**Choice of one from** Civics Economics Geography History Sociology	OPTION BLOCK	50%
OPTION BLOCK	**Choice of one from** French German Latin European Studies Italian	OPTION BLOCK	60%
OPTION BLOCK	**Choice of one from** Physics Chemistry Biology Applied Science General Science	OPTION BLOCK	70%
OPTION BLOCK	**Choice of one from** Business Studies Engineering Science Technology Agriculture Textile Technology Fabric & Fashion Retail Distribution Secretarial Studies Computer Studies Technical Drawing Craft & Design Child Care Physics Geology	OPTION BLOCK	80%
OPTION BLOCK	**Choice of one from** Electronics Graphics Control Technology Motor Vehicle Engineering Food Studies & Catering Building Studies Technical Drawing Technology Horticulture Typewriting Computer Studies Craft & Design House-Craft Chemistry Biology	OPTION BLOCK	90%
	Information Technology		
	Integrating Module Full range of study		100%
	ADDITIONAL ELEMENTS IN TVEI PROGRAMMES Work Practice		
	Cross-Modular Elements Residential Education		

SCHOOL B: CURRICULUM FOR TVEI STUDENTS AT 14 +

WEEKLY TIMETABLE			
A Occupational Family: Craft, Design, Technology	OR	B Occupational Family Business Studies	5%
	Social Education		10%
	Leisure Recreation		40%
A Technical Graphics Communication Craft, Design & Technology Modular Technology Control Technology	**Core Programme**	B Accounts Typewriting Office Practice Word Processing Commerce	50%
A Physics/Electronics	**General Programme**	B Biology	60%
	English Communication Skills		70%
	Mathematics		80%
	British Industrial Society		90%
	Information Technolgoy		100%
	Links between Core & General Programmes stressed Cross-curricular project work encouraged		

SCHOOL C: CURRICULUM FOR TVEI STUDENTS AT 14+

(The Modular Approach)

	WEEKLY TIMETABLE	
'General Education' 65%	English	Language and Literature
	Mathematics	
	Science	One from: Physics, Biology, Physical or General Studies
	Humanities	One from: Geography, History, Understanding Industrial Society
	Design & Technology	One from: Art, CDT, Music, Home Economics, Technology
Technical and Vocation 35%	Modules	(see below)

MODULES

A

- Computing 1
- Conversational French
- Conversational Welsh 1
- Electronics/Microelectronics 1
- Information Systems
- Interview Techniques & Interpersonal Skills
- Mass media
- Typewriting 1

B

- Computing 1
- Electronics/Microelectronics 1
- Electronic music
- Interview Techniques & Interpersonal Skills
- Leisure
- Mass media 1
- Practical office skills 1
- Typewriting 1

Weeks 1-9: Each student selects and follows one module from Box A and one from Box B.
Weeks 10-18: Each student selects and follows a second module from Box A and Box B.
Week 19: Assessment of students' attainments.
Weeks 20-28: Each student selects and follows one module from Box C and one from Box D.
Weeks 29-37: Each student selects and follows a second module from Box C and Box D.
Week 38: Assessment of students' attainments.

C

- Computing 2
- Conversational Spanish
- Electronics/Microelectronics 2
- Government & Society
- Management studies
- Mass media 2
- Photography
- Word processing 1

D

- Business studies 1
- Computing 2
- Electronics/Microelectronics 2
- Interview techniques & interpersonal skills
- Leisure
- Mass media 2
- Technical graphic art 1

APPENDIX C
TVEI In Relation to the Range of 14–18 Options

1. In Chapter 6 of this document, on Accreditation, we stress the need for relevant forms of accreditation to be used (where they already exist) or devised to give recognised national currency to TVEI studies.

2. Early TVEI schemes will, of necessity, seek to use what already exists wherever satisfactory arrangements can be made with the major examining bodies, but much of what already exists was designed for different circumstances and, at the very least, needs adapting to meet the demands of TVEI, particularly if the TVEI core we propose in Chapter 4 is widely adopted. Examining boards will, for instance, need to reconsider entry requirements and the logic of some traditional patterns of progression if their existing examination structures are to remain relevant. They will also need to develop new forms of accreditation, in consultation with TVEI curriculum managers, and fit them into their nationally-recognised examination structures.

3. In the early years of TVEI, everyone concerned will first need to appreciate where we all start from and the opportunities that already exist for exploitation. Only then will any weaknesses or gaps appear in the light of new curriculum design, and the basis for new or amended arrangements begin to emerge.

4. Annex 1 seeks to set out the possibilities which already exist for the progressive accreditation of 14–18 studies. All the examinations and routes in the diagram may be relevant in particular aspects of any TVEI scheme.

5. In interpreting the diagram the following points should be borne in mind:

(i) The diagram describes usual course lengths and usual entry requirements. It cannot cater for all cases and in some instances there will be variation, particularly where centres can admit students to courses at their discretion and on the basis of a student's ability to cope with and benefit from a particular course of study. The progressions indicated, particularly from CPVE, depend upon levels of attainment and the vocational categories studied.

(ii) The diagram describes the provision available as separate elements. It is for TVEI planners to determine the appropriate mix of these elements according to students' needs, which may well result in a combination of different forms of accreditation.

(iii) BTEC and CGLI have issued a statement of intent to harmonise their pre-vocational provision. This will assist planning by starting a move towards more coherent progression in accreditation. Similarly, the introduction of the CPVE from September 1985 onwards will affect certain 16+ one-year full-time qualifications including the phased withdrawal of the BTEC General Award in Business Studies and the CGLI Foundation and Vocational Preparation Courses.

(iv) The Youth Training Scheme (YTS) often contains one or other of the programmes indicated, e.g. BTEC General Award in Business Studies, RSA awards or CGLI courses. Such provision further assists student/trainee progression.

(v) We have not explored here in detail questions of progression at 18+ but this will be one factor in establishing the credibility of TVEI. In this respect the FEU publication *Moving Up*[*] is significant in that it highlights a number of anomalies in this area, already existing before the introduction of TVEI. Any moves to deal with these anomalies will need to take into account the introduction of TVEI-type schemes in the 14–18 age range.

6. New developments along the lines suggested in this document will obviously require amendments to the range of possibilities set out in Annex 1. The single subject orientation of certain examinations for instance, or the streaming effect implicit in entry requirements to progress from one level to another may run counter to the objectives of a number of the curricular strategies we propose.

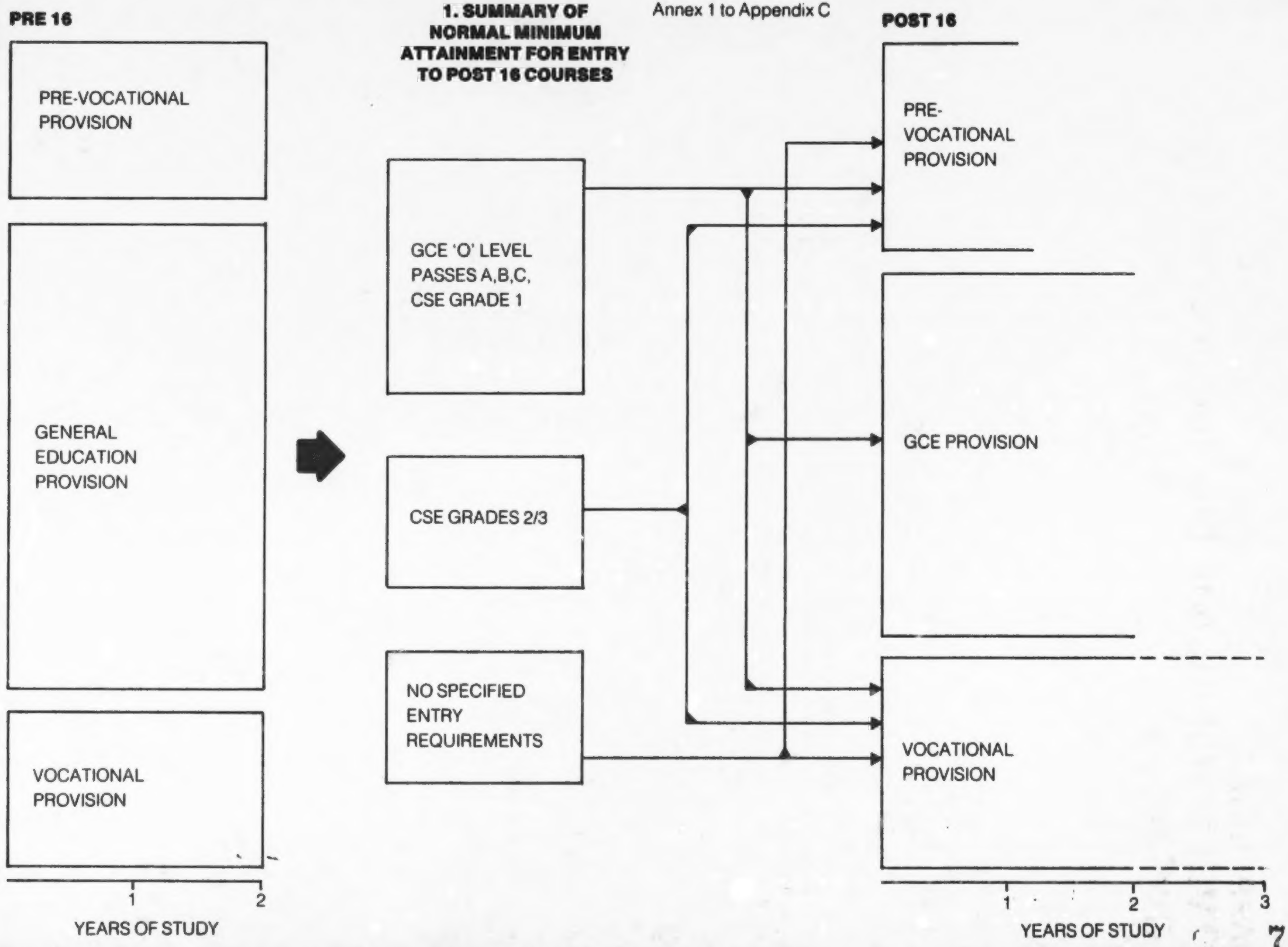
7. There would be little point at this early stage in trying to show in detail how the accreditation system at 16+ and thereafter might evolve to meet the needs of students following TVEI or other new 14–18 schemes. Annex 2, however, attempts to show in its simplest form the basic framework of progression towards which we might be moving.

---

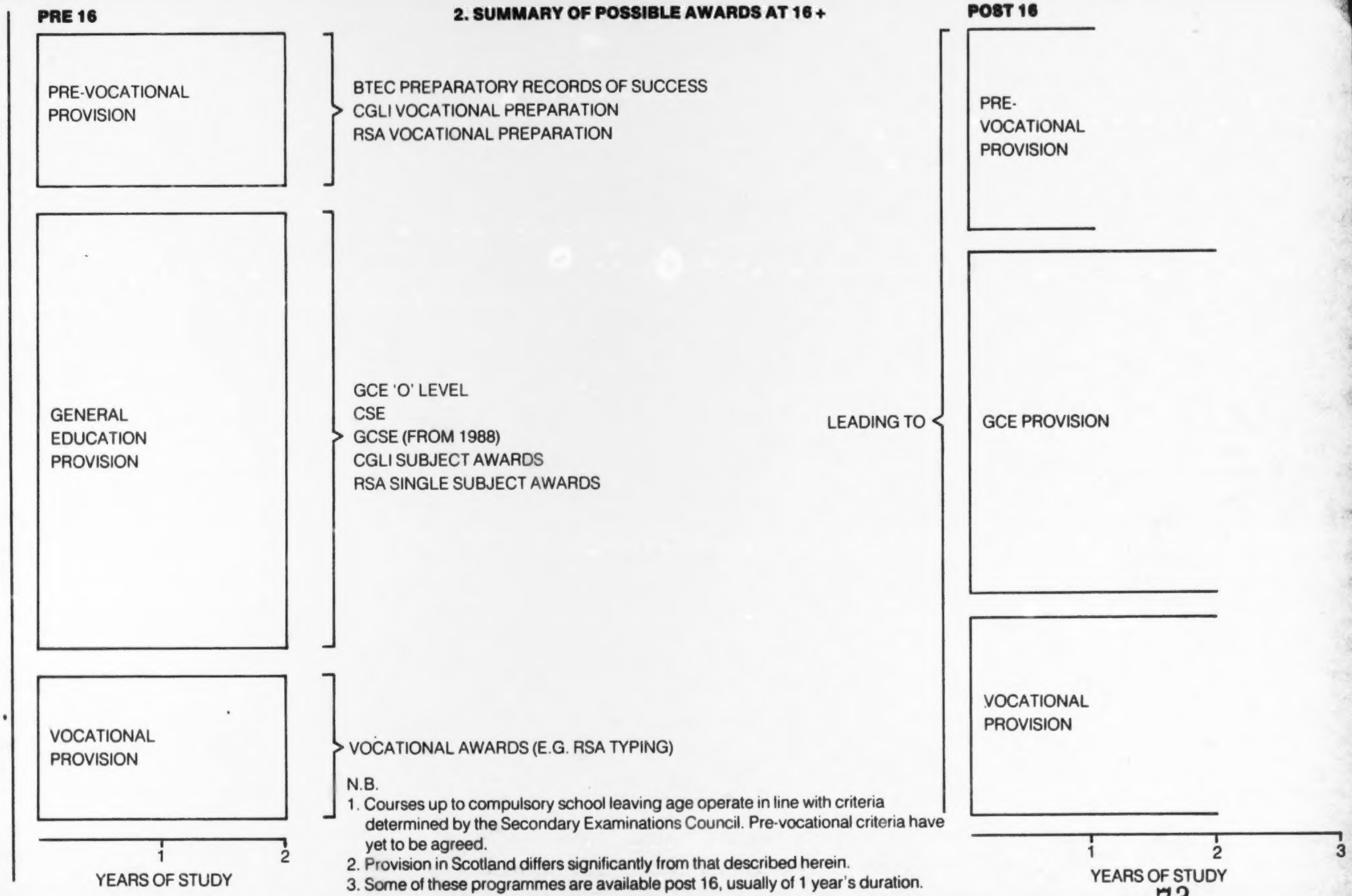
[*] *Moving up* FEU, January 1985.

Annex 1 to Appendix C

1. SUMMARY OF NORMAL MINIMUM ATTAINMENT FOR ENTRY TO POST 16 COURSES



2. SUMMARY OF POSSIBLE AWARDS AT 16 +



BTEC PREPARATORY RECORDS OF SUCCESS
CGLI VOCATIONAL PREPARATION
RSA VOCATIONAL PREPARATION

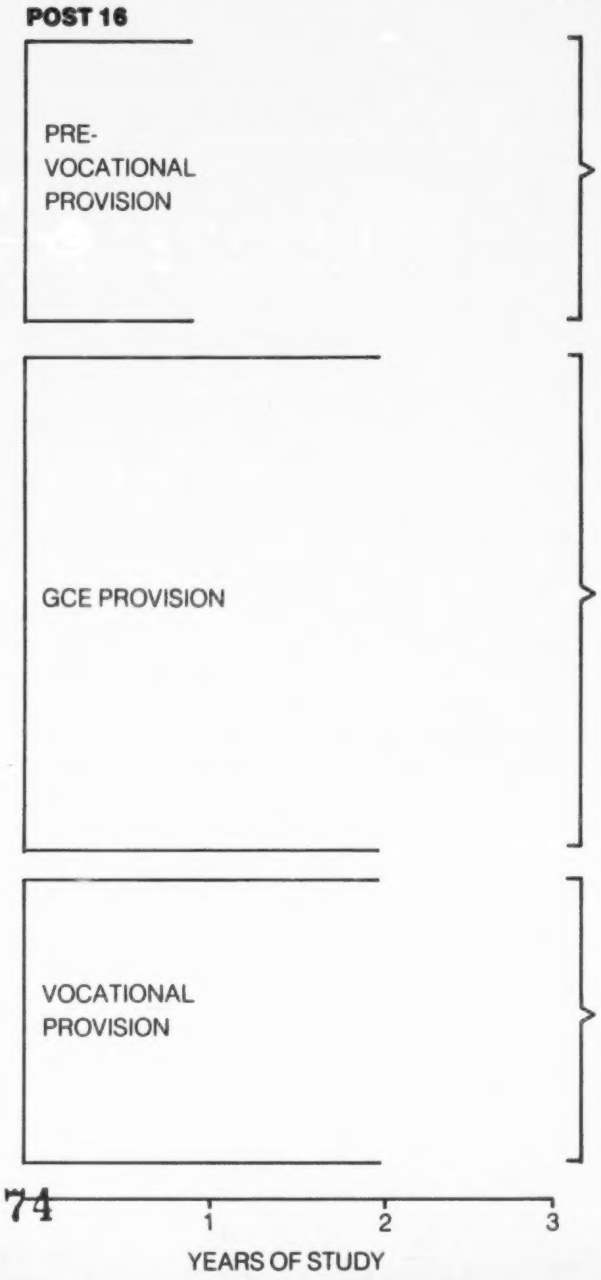
GCE 'O' LEVEL
CSE
GCSE (FROM 1988)
CGLI SUBJECT AWARDS
RSA SINGLE SUBJECT AWARDS

VOCATIONAL AWARDS (E.G. RSA TYPING)

N.B.

1. Courses up to compulsory school leaving age operate in line with criteria determined by the Secondary Examinations Council. Pre-vocational criteria have yet to be agreed.
2. Provision in Scotland differs significantly from that described herein.
3. Some of these programmes are available post 16, usually of 1 year's duration.

3. SUMMARY OF POSSIBLE AWARDS AT 17+ OR 18+



BTEC GENERAL AWARDS IN BUSINESS STUDIES (UNTIL 1986)
BTEC TECHNICIAN STUDIES AWARD
CERTIFICATE OF PRE-VOCATIONAL EDUCATION (FROM 1985)
YOUTH TRAINING SCHEME CERTIFICATE
RSA VOCATIONAL PREPARATION (CLERICAL AND DISTRIBUTION)
RSA BASIC CLERICAL PROCEDURES
RSA PRACTICAL SKILLS PROFILES AND GROUP AWARDS

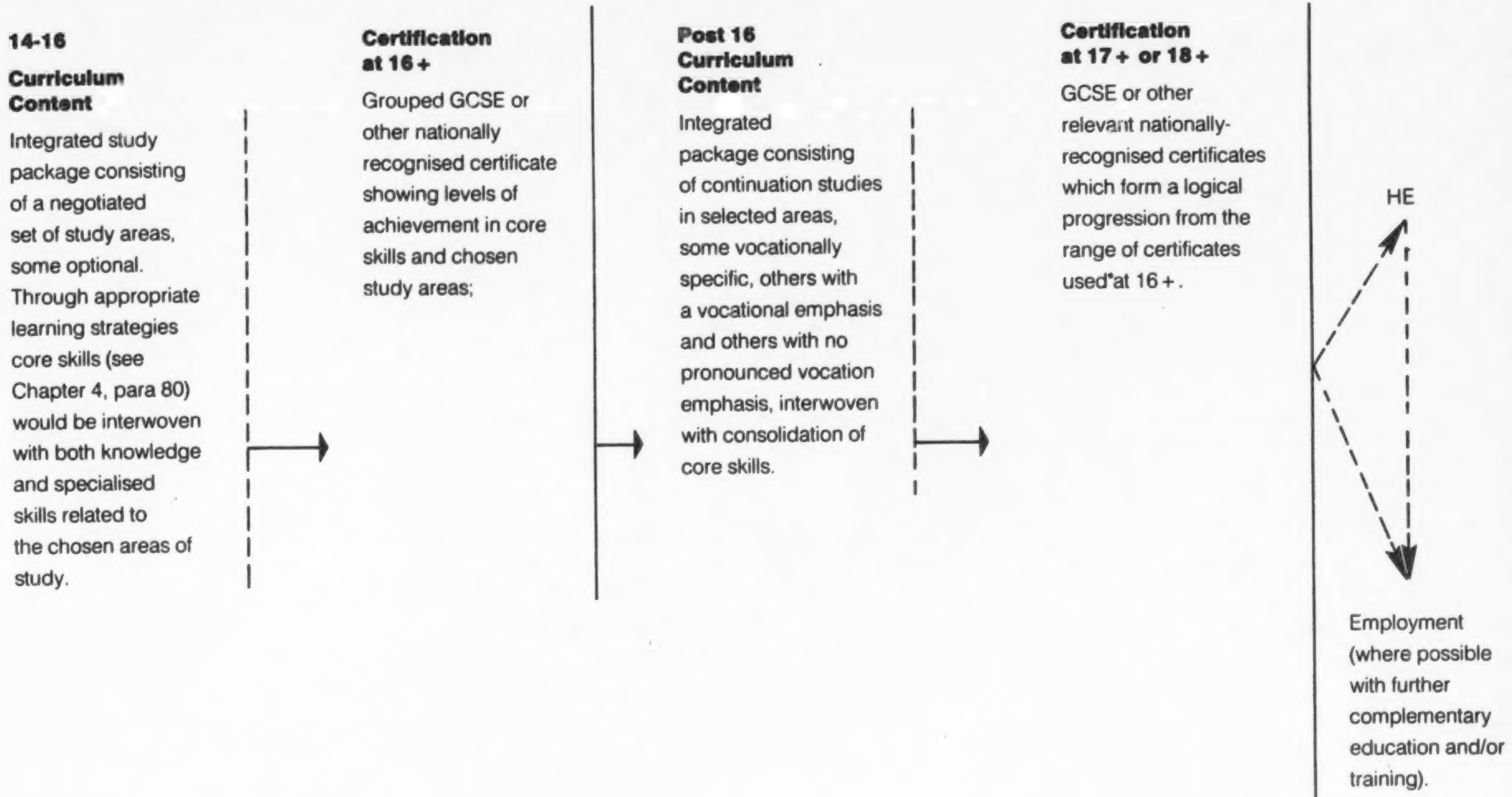
GCE 'A' LEVEL
GCE 'O/A' LEVEL
CERTIFICATE OF EXTENDED EDUCATION

BTEC NATIONAL CERTIFICATE AND DIPLOMA AWARDS
CGLI CRAFT CERTIFICATES
RSA CERTIFICATES AND DIPLOMAS (E.G. GROUP AWARDS)

LEADING TO

POSSIBLE PROGRESSION TO A HIGHER EDUCATIONAL OR FURTHER VOCATIONAL/ PROFESSIONAL QUALIFICATION

FRAMEWORK FOR ACCREDITATION 14—18



14-16

Curriculum Content

Integrated study package consisting of a negotiated set of study areas, some optional. Through appropriate learning strategies core skills (see Chapter 4, para 80) would be interwoven with both knowledge and specialised skills related to the chosen areas of study.

Certification at 16 +

Grouped GCSE or other nationally recognised certificate showing levels of achievement in core skills and chosen study areas;

Post 16 Curriculum Content

Integrated package consisting of continuation studies in selected areas, some vocationally specific, others with a vocational emphasis and others with no pronounced vocation emphasis, interwoven with consolidation of core skills.

Certification at 17 + or 18 +

GCSE or other relevant nationally-recognised certificates which form a logical progression from the range of certificates used at 16 +.

HE

Employment (where possible with further complementary education and/or training).

APPENDIX D
Case Studies

INTRODUCTION

1. The Study Group which advised on the production and content of this document felt that readers would appreciate the inclusion of a small selection of case studies showing how pilot authorities had perceived or dealt with a number of important aspects of TVEI and its implications.

2. The Group selected seven issues for highlighting in this way, and one pilot authority was invited to provide a case study on each issue.

3. A short introductory paragraph has been added at the start of each study relating it to its context in the main text of this document.

4. FEU and SCDC are very grateful for the ready co-operation of the authorities and officers who provided this material.

Appendix D – Case Study No 1

STUDENT PERCEPTIONS OF TVEI (Devon)

In Chapter 8 we lay great stress on the importance of the evaluation of TVEI curricula and their review in the light of the results of the evaluation process in order to maintain credibility within the community. Student perceptions of TVEI are one useful indicator in the evaluation process. Geoffrey Philpotts, Co-ordinator of the Devon TVEI scheme, which is based in Exeter, presents and comments on some perceptions of his first TVEI cohort.

One of the major effects in the schools of 'Youth Unemployment' is the sowing of seeds of doubt in the minds of the young people: these doubts spread quickly to staff and to parents.

Precepts which have lasted for nearly a century are crumbling:

> If you work hard you are bound to succeed.
> Examination successes are like insurance policies, the more you get, the safer you are.
> Idleness is sinful.

It is quite obvious to students that things have changed. An older brother or sister who gained – say – seven 'O' levels is just as unemployed as someone else who only got two. The method of measuring success by standard subject assessment is no longer seen as universally accurate or valuable in relation to future life.

It is true that there are still some employers, particularly in smaller companies, who, when faced with a large number of candidates for one job, resort to the simple method of taking the young person with the largest number of recognised qualifications. Even this method is now less prevalent – the word soon goes around in organisations like the Rotary Club – that highly qualified but dissatisfied young people do not make good employees.

So far we have been looking at the negative influences. However, there are early signs of at least one positive influence.

In 1980 the concept of alternance* (the *mixed* experience of education, of training and of work) was introduced at the EEC Berlin Conference on Youth Employment and Alternance Training (25–27 June). Since then the subtle effect of 'genuine' work experience being carefully built into the whole curriculum has been acknowledged by staff, students and parents. In many schools, youth training schemes and further education courses, work experience has begun to play a realistic role. It is in these cases that a new statistic is emerging – *the noticeable number of young people who eventually find real jobs with employers they first met on a work experience programme.* This has been referred to in a cynical fashion as – 'It's not what you know but who you know!' but this phenomenon is a wholly good development and deserves much closer attention. Employers have been known to say to students – 'When you finish school/college, come and see me – I may have a job for you'. It is clearly time that the curriculum was revised so that statements like this are more likely to be made!

It is not enough to make work experience more relevant and to build it into the programme at the best time. More profoundly, there is now a real challenge as to the relationship between the content and the methods involved in education both in the secondary sector and at the early end of the further education sector.

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* *Youth Employment – Alternance Training in the EEC.* Conference Report. CEDEFOP, HMSO, 1980.

When the TVEI pilot project was conceived in Exeter, the first year curriculum guidelines began with the following paragraph:

> 'Learning of this sort cannot be achieved by sitting children in rows and dictating notes, and it cannot be achieved by teaching keyboard skills. It requires a fundamental change in the way in which teachers and children relate to each other and in the kind of activity which are deemed appropriate in the classroom, laboratory and workshop: *it requires a fundamental change in the perception of many teachers and children as to the purpose of schooling.*'

In the first year we have seen substantial changes in the attitudes of TVEI students to each other, to staff and especially to adults in the community at large. Independent evaluation by the University of Exeter is being carried out continuously. The Evaluation Team interviewed 230 students for three quarters of an hour each on a semi-structured interview schedule. The response to TVEI was overwhelmingly positive. Almost without exception, they appreciated what they saw to be a more activity-based and 'relevant' curriculum, and improved relationships with teachers. The following comments reflect the general tenor of their replies.

> 'The course is interesting because most of the time you don't have to wait for a teacher to tell you what to do. You can carry on with the work you are doing without being told'.
>
> 'It is much freer in TVEI and it is much better. You have responsibility to arrange visits. We like ideas of doing things for yourself. TVEI is better than normal lessons because you can do things and walk around and you don't have to sit at desks'.
>
> 'TVEI is quite different from ordinary lessons. One thing that is different is that it is a smaller group and I think you learn more in smaller groups because the teacher has less to concentrate on. We do more practical work but still some writing and drawing of plans. You learn more doing it in this way because you just get out and do the work instead of learning facts from books. The things we do are interesting and I never really get bored. You are always on the go'.
>
> 'We go out more and visit places and we get more help from our teachers. We get experience in doing surveys and you go into things in greater depth. You have group discussions instead of being told to get on with your work'.
>
> 'You work more freely and you go out of school more and you are not in front of the blackboard all the time. You plan and organise yourselves and work by yourself, on your own initiative. You find out yourself and they don't tell you what to do. You teach yourself. You work at your own pace, with your own equipment and we check it ourselves'.

Comments such as these from first year TVEI students (aged fourteen) seem to indicate a very good start along the road to employment at sixteen or eighteen. (The course target is for students to leave at eighteen, but the course design makes leaving at sixteen possible).

> 'You work together and help everyone struggling. Ones who are hopeless at one thing can always do something. Everyone's good at something'.
>
> 'There is a tighter bond between pupils and you help your friends more. Bigheads come down and you are all equal. No one is different'.
>
> 'In normal school you tend to tell each other the answer but here you give each other a hand'.
>
> 'You get on with people you didn't get on with before. People in TVEI know what it's about but those pupils outside TVEI don't really understand. You help one another more in TVEI'.

If students are feeling like this *now* at the end of only one year, how mature *and* how versatile will they be in a further three years' time?

We have made a good start, here in Exeter, but it could be easy for us to become complacent and our students to lose the sense of rigour required for ultimate success.

An education system based on examination successes (both in quality and quantity) includes the need for rigour – it's simply built in. The newer system, much enjoyed by students does not *automatically* have rigour as an essential element.

The student comments listed above, make it very clear that they *enjoy* the experience and *that they appreciate the experience*. What is essential is that they fully *measure the worth of the experience* and build on it. This is the target and task for the next few terms.

The future holds a considerable challenge to further education. For a long time, teachers in further education have been used to facing new groups of students from a wide number of backgrounds. They have developed considerable skills in tutoring and presentation to weld the disparate group together quite quickly.

Such groups, in the past, have been from different schools, all of which function on similar methods so the 'welding together' exercise has been a viable target.

In the future it is likely that TVEI students will demand a continuation of the methods by which they have been learning. Further education must accept this and adopt these methods for the whole group!

So much for student perceptions!

When we started the pilot a little over a year ago there were those who said:

> 'If TVEI reduces the number of examination entries (or successes) it's doomed to failure'.

Some of us suspected that many parents would react in this way – but that has *not* been the case. Parents, as well as students, have perceived the changes in the market place and are excited about the possibilities of TVEI as we present it and as it is developing.

APPENDIX D – Case Study No 2

TVEI ACROSS THE ABILITY RANGE (Clwyd)

TVEI is intended to cover the full ability range. This essential criterion is reiterated several times in the main chapters of this document. There are many ways of achieving this aim or even interpreting it in practice. In this case study, Adrian Farlam, TVEI Co-ordinator in Clwyd, explains how the various participating schools in his authority put the all ability principle into practice for their first two cohorts.

The Clwyd TVEI scheme was planned with the intention that it was open to pupils of all abilities and either sex, and the individual institutions would endeavour to see that the actual take-up by student resulted in a balanced cohort in both areas. The whole thrust of the TVEI in Clwyd is primarily within high technology, an area with a very specific sex bias.

The original scheme for phase 1 TVEI was that of a true pilot scheme allowing the involvement of the five very different schools across a range of locations. Each school has its own interpretation of both the MSC and the Clwyd guidelines within its own individual approach to the curriculum. This makes a single cohesive view of the Clwyd scheme somewhat impractical, hence the following outline analysis by institutions.

It can, however, be stated unequivocally that over the scheme as a whole the distribution of the ability is remarkably similar to the normal distribution curve, and all the schools consider that the TVEI involvement is truly across the ability range. Not all the schools have the test data on which to base this opinion and in all cases it is very much a subjective analysis, but initial views from our own research follow, and external evaluators tend to support, the schools' opinion.

A full survey by Lancaster University is at present under way and this will include some standardised measure of ability range and distribution.

As part of the overall scheme Clwyd has a Technical and Vocational Centre, based at Bodelwyddan Castle on the North Coast, that provides an in-depth residential experience to children in fully mixed groups by way of sex, origin and ability. They work as teams to produce real solutions to real problems in an environment totally different from normal school, and within what is effectively an open ended day. Assessment of performance within these groups bears little relationship to the ability reputation of the individual, as traditionally assessed by schools, providing a fascinating future area for analysis.

HOLYWELL HIGH SCHOOL – Mixed Comprehensive 11–18

Students are measured for verbal reasoning quotient (VRQ) on transfer from primary school and the available figures for the two years are:

VRQ	*COHORT 1*	*COHORT 2*
110	7	5
111–110	8	8
90–100	14	15
80– 90	2	5
Below	2	1
	range 78–118	range 79–122

SAINT RICHARD GWYN, Flint, Catholic – Mixed Comprehensive 11–18

Students are 'setted' for Maths and English. This provides the only available measure of ability.

YR1–43 (26 boys 17 girls)
YR2–50 (15 boys 35 girls)

The setting is based roughly on the following categorisation.

1–2 : 'O' level; 3–4 : CSE;
5–7 : Mixed; 8 : non-exam.

	SET 1	2	3	4	5	6	7	8
1983] Maths	3	5	12	7	3	4	7	2
YR1] English	3	4	9	9	7	9	2	0
1984] Maths	9	10	15	14	1	0	1	0
YR2] English	3	10	12	14	9	2	0	0

The overall impression is one of genuine normal distribution of student ability slightly skewed to the top end. Students can choose TVEI options freely, with plenty of advice and guidance available but with little direction.

MAAES GARMOND, MOLD. Welsh Language mixed Comprehensive 11–18

Students are drawn from a very large catchment area. Many do not come from Welsh speaking homes but attend through parental choice and undergo intensive Welsh in their first 3 years. All are tested on arrival and the scores below are the entry scores.

VRQ	*1984 Cohort*	*1985 Cohort 2*
100 +	18	21
90–110	21	18
70–90	10	15

EMRYS ap IWAN, ABERGELE. Mixed 11–18 Comprehensive.

This school operates a fully modular curriculum in all high technology TVEI areas, wherein the students have a genuinely free choice for a 30 per cent area of the timetable, every nine weeks. The school operates on a genuine mixed ability basis and is highly reluctant to classify students. The TVEI cohort of 50 is identifed solely for accountability to MSC, since due to the flexible, negotiated curriculum, any other forecast identification is meaningless.

This means that TVEI covers the whole of the year group and thus the full ability range. The forecast figures in Figure 1 are produced with extreme reluctance, as it seems probable that performance in the newly developed modular and cross modular combined 'O'/CSE exams offered by the Welsh Joint Education Committee may not follow conventional patterns.

DINAS BRAN, LLANGOLLEN

The school operates a balanced option system which permits pupils to choose a broad general education programme or TVEI. All TVEI students study the Care area on a mixed ability or setting basis. Two technical and vocational packages are offered. The new technology programme is targeted at the GCSE group. The vocational preparation programme is targeted at approximately two-thirds of the ability range from the 100th percentile upwards.

The distribution by ability is shown in the combined table (Figure 1). However, overall the full range of pupil ability is covered within the TVEI offer.

FIGURE 1

ESTIMATED POTENTIAL OF TVEI GROUPS COMPARED WITH REST OF YEAR GROUP

		YEAR 1 COHORT						*YEAR 2 COHORT*					
POTENTIAL GRADING		1	2	3	4	5	TOTAL	1	2	3	4	5	TOTAL
YSGOL EMRYS ap IWAN (whole year group)		20	27	40	107	53	247	24	39	59	59	37	218
YSGOL DINAS BRAN													
	TVEI	4	5	14	53	4	80	10	11	6	20	2	49
	OTHERS	11	7	33	81	14	146	11	11	28	50	11	111
HOLYWELL	TVEI	—	6	14	18	2	40	0	6	29	10	0	45
	OTHERS	15	19	48	89	29	200	26	26	35	59	15	161
ST RICHARD	TVEI	10	10	12	10	2	44	11	13	18	8	0	50
GWYN	OTHERS	35	30	40	38	10	153	25	30	35	55	6	151
MAAES GARMOND	TVEI	—	—	31	13	0	49	4	15	28	10	0	57
	OTHERS	5		42	21	1	100	22	26	30	18	0	96
		35											

Key to Potential Grading

1. Excellent 'O', Strong 'A' potential
2. 4 or more grades A –C at 'O' or CSE 1
3. 1–3 grades A–C at 'O' or CSE 1
4. CSE 2–5, one or more
5. Unlikely to achieve graded results.

The overall policy in Clwyd is that TVEI should be available and suitable for students of any ability and in practice this is so. The TVEI concept is being spread to all secondary schools in Clwyd (through the LEA resources) on the same basis. In particular the developments in modular education offer the prospect of much greater development of potential than before, and will probably mean a rethink in the way in which ability is predicted as the modular process seems to be a great enabler.

APPENDIX D—Case Study No. 3

GUIDANCE, COUNSELLING AND ASSESSMENT: Developing a System of Profiling for TVEI (Wigan)

Guidance, counselling and assessment together form a key element of vocational preparation (see Chapter 2, para 13). Their importance to TVEI-type schemes is highlighted in several chapters of this document, and they are discussed in detail in Chapter 5. As indicated in para 122, profiling is an essential component of the assessment process, and in this article, Sheila Prescott, a member of the Wigan TVEI team, describes the conception of the TVEI profile in that authority.

The Leigh area of Wigan Metropolitan Borough lies to the east of the Borough, some 13 miles north-west of the centre of Manchester. It has a population of 105,000. Unemployment is a notable and disturbing feature in the Leigh area. Some 25% of adults are unemployed, and only 10% of young people are in employment other than by special measures.

The TVEI project is a pilot scheme to provide a full-time programme of education across the full ability range leading to nationally-recognised qualifications. It is based in eight schools in the Leigh area together with a tertiary college. The schools include two 11 to 18 and six 11 to 16 schools.

The TVEI course is based on the concept of an 'entitlement curriculum' which evolved in the Wigan Authority as a result of participation in the DES 11–16 curriculum review. A concern to retain a general education for students led to the decision to base TVEI firmly within existing establishments, where school staff and equipment would be utilised, and to require pupils to spend 32 periods out of a 40 period week on TVEI courses. In the remaining eight periods, students are able to choose subjects, within the school-based option pattern, not covered by TVEI.

This educational initiative has been concerned to promote a student-centred approach to learning, to develop capability and to offer opportunities for the personal and social development of students. The range of courses provided within TVEI does not therefore lead to a narrowing of opportunities, nor is it geared to specific employment. Rather it seeks to develop within the student the self-awareness and self-confidence that will perhaps make it easier for the student to make the transition into the adult world. A programme of personal and social education, and emphasis on personal development within an Outdoor Education course and a concentration on the process of profiling are mechanisms used to promote this aim.

Section 9 of the Wigan submission to the MSC outlined the system of profiling that the LEA intended to develop within TVEI. The following important points were stated:

(a) 'Records covering knowledge, skills and attitudes will be maintained for all 250 participants across the eight schools involved in the scheme.

(b) Each student will have a file covering an analysis of each four-weeks' work in each year allowing for commentary and grading.

(c) This analysis will be completed at the end of each four-week period in the presence of the student.

(d) This process will give an opportunity for formalised counselling as well as the informal procedures which are considered to be an essential part of the day-to-day contact between the student and his or her teachers and personal tutor/work experience supervisor.

(e) Skills will be analysed in learning objective form in terms suitable for:

  (i) the student

  (ii) his or her parents

  (iii) a future employer

(f) In the case of students experiencing difficulties in any aspect of the course more frequent reporting and formal counselling will be introduced.

(g) Parents will be invited to the school at least once a term and this formal operation will be supplemented by contact between the personal tutor and the parents whenever necessary.

(h) The student will receive a copy of his/her profile report, end-of-term, end-of-year, end-of-course report.

(i) The profile will include a record of personal attributes, e.g. co-operation, positive attitude, confidence, time-keeping, friendliness, diligence etc., as well as a record of units, courses, projects completed.

(j) Every student will have a personal tutor (profiler) who will supplement the day-to-day counselling activities of members of staff. Profiling, on a regular basis, and more elaborately with value judgements and assessments will occur at monthly intervals.'

These ten features provided the guidelines for the development of the system, but in spite of the comprehensive nature of the proposal, a number of decisions still had to be taken before work could begin.

(a) Who should design the profiles?

(b) Would a single format or a variety of designs be most appropriate?

(c) Who would complete the profiles, the class teachers or the profilers?

(d) What would be the focus of concern?

(e) If the completion of profiles needed to be linked closely with the provision of personal learning assignments, then how might this be achieved?

(f) Was the profile to be simply a record of achievement or a formative document based on negotiation between the pupil and the teacher, or both?

(g) How might acceptance by employers of the documents making up the summative profile be ensured?

(h) How might teachers and students with only minimal experience of working in this way be introduced to and become familiar with the new approach?

Some of these questions had to be answered immediately, while others appeared to be less urgent.

When development work began early July 1983, it seemed important to try to ensure a high level of commitment from two groups of people who were to be directly involved in the profiling process:

1 those staff selected by the headteacher in each of the eight schools to be the 'profiler';

2 the team leaders of the TVEI writing teams who had set the learning objectives for their courses and were the most appropriate people to analyse them in terms of knowledge and skills or other learning outcomes.

It seemed that the best way to ensure some level of commitment was to involve both of these groups directly in the profile design process. The profiles might then reflect their needs and would then be their responsibility. Since it was emphasised that there was no one true way, no perfect blueprint available, and that 'trial and error' was an acceptable way of making progress at this stage, then the risks did not seem to be too great.

The preoccupation with commitment of staff dictated the answers to the first two questions concerning design. The profiles would be designed by the team leaders with their teams. A single format was impossible, in the circumstances, since each team leader had a different perspective and favoured a different style. It was therefore decided that it was reasonable to tolerate diversity in the hope that the best type of profile would emerge through use.

It very quickly became apparent that profiling should not be done by a person one step removed from the learning experience of the pupil. A profile is a time-specific record and needs to be completed by the teacher directly involved with the pupil in the learning process. The teacher is the only person who holds the evidence of learning. More and more during the period of development, the conviction grew that the focus of concern for the profiles should be the learning process.

The profiles should not simply be a distant record or report, but should focus the pupils' attention on learning and encourage in them a greater involvement and sense of responsibility. Only through discussion, consultation and guidance would this be possible.

There seemed therefore to be two distinct parts to completion of profiles:

1 Teachers in class with pupils would complete a profile of knowledge and skills, and personal characteristics observed within the learning process.

2 Profilers would then collate this information and, looking at the overall picture of the pupil, would made a contract with pupils about their future learning and behaviour strategies.

From the outset therefore, a profiling system was set up to monitor and record the learning of students with an emphasis on student and teacher participation, to encourage regular discussion and review. The system was designed to improve the motivation of students by giving them a greater degree of responsibility for their own learning and by facilitating the opportunity for dialogue between individual students and their teachers. It was hoped that the learner would acquire through the process an understanding of progression through learning, as a result of the shared articulation of learning objectives central to guidance and counselling procedures.

In eight schools in the Leigh area, each subject teacher is involved in profiling across the TVEI course, and supplies information to the profiler who is responsible for collating profiles and discussing overall performance with the students. Personal assignment periods allow students the opportunity to act upon the recommendations of staff, to improve the standard of their work, seek remedial help or follow courses to extend the range and level of their classwork. This cycle of activity is repeated throughout the year with a summary provided at intervals for parents, and a Record of Achievement prepared at the end of two years, when the majority of students move to the tertiary college or leave school.

This important point of transition is marked by shared counselling sessions between students, the profiler, careers service and college staff. The information collected over the preceding period provides a valuable basis for discussion in these sessions. Contact with local employers during the three weeks work experience programme provides an opportunity to make employers aware of the new approaches in TVEI and the availability of information in profiles about individual students.

The implementation of this system has seemed to be easier for students than for teachers. Evidence to date suggests that many of the students show a level of maturity and an ability to speak about their learning some way beyond that normally associated with their age group. The personal and social education programme, the manner of working in outdoor education, and periods of residential experience have helped to develop in students the skills required to cope with different teacher/student relationships and with the involvement of more adults in their learning. Without this support, students would probably experience some difficulty whereas many have responded very positively.

Teachers have varied in their response. The initial programme of INSET provided was somewhat inadequate because it was not very clear at the beginning of the development what the INSET needs might be. Only active workshop sessions on assessment, guidance and recording can fill this gap and there remains a great deal of work to be done. There are new skills in assessment techniques to be developed and a means whereby such skills may be shared by all staff in a spirit of action learning.

The mechanisms used to support the process of profiling, the check-lists, observation schedules, summaries, profile formats are still being developed and are far from perfect. The problems of producing a short summative document that does justice to effort involved in monitoring and recording learning over a two-year period are still to be solved. New forms of assessment are not readily accepted as either valid or worthwhile. Teachers speak of the need for flexibile, responsive, motivating assessment on the one hand, and ask for discriminating assessment on the other.

In the search for new forms of assessment and credibility for the overall record, there has been contact with the examining boards with a positive response from the Northern Examining Association to request for consultation and involvement. There seems, however, to be a problem of synchronisation. The development of the TVEI courses was swift and somewhat painful; the search for accreditation had by comparison been very slow and very painful. Perhaps those examining bodies that are accustomed to providing a responsive service to further education will move quickly to meet the needs of TVEI post-16. Timing and time seem to be underlying themes in the TVEI development. Teachers complain of a lack of time to develop courses, a lack of time for the dialogue with students, a lack of time for doing nationally recognised qualifications in new curriculum areas, and certainly the problems exist, and need to be solved.

The first group of pupils to have had the experience of TVEI courses are leaving school shortly. They are aware of their strengths and weaknesses and are able to articulate their needs, but this means that they are likely to make greater demands on the system than might be expected.

They have been prepared for the next phase of their education in terms of coping with adults, negotiating their curriculum, and accepting (some reluctantly) a greater degree of responsibility for themselves. Where school staff have not readily accepted the process of profiling and been reluctant to provide the guidance, counselling and assessment elements that are central to the process, their students have tended to feel disappointed with their TVEI experience.

TVEI, through promoting an exploration of changed relationships, new assessment procedures and a more open approach to learning, has laid some foundations at the 14–16 level on which further education can build. The challenge for post-16 education will be to find a way to capitalise on what has already been achieved, rather than to start from scratch assuming that nothing has gone before.

APPENDIX D – Case Study No 4

BRINGING INSTITUTIONS TOGETHER IN EAST SUSSEX

In Chapter 3 we deal with some of the important aspects of planning TVEI-type schemes, and we stress that the planning process must be a joint co-ordinated exercise involving all the relevant institutions. Inter-institutional co-operation is then stressed again in later chapters, particularly in Chapter 9, since INSET for TVEI must, to be fully effective, be planned on an inter-institutional basis. In this study, Gordon Jebson, TVEI Project Director in East Sussex, describes how the participating institutions in his authority were brought together to plan and prepare for TVEI.

1. *INTRODUCTION*

East Sussex Local Education Authority has been very interested in participating in TVEI from the beginning. The objectives of the scheme were in line with much of the curriculum development thinking within the county.

From the outset it was intended that the East Sussex scheme would involve schools and colleges liaising closely together with a substantial measure of common objectives and content. The advantages of close co-operation include a wider spread of ideas, experience and the development of a team approach to the problems. Each institution has its strengths and weaknesses and the knowledge that other people are ready and willing to help and share in problem solving is of encouragement to individual members.

The scheme consists of four 11–18 schools and two colleges which are loosely linked into two clusters for college visits during the pre-16 part of the course:

Portslade Community College
Falmer School, Brighton
Brighton College of Technology

Tideway School, Newhaven
Beacon School, Crowborough
Lewes Technical College

The direct involvement of the two colleges increases during the four-year courses, starting with a number of half day visits and a full week in the first year.

Three of the schools are in urban environments which are very different in nature whereas the fourth one is in the rural north of the county.

2. *A Model*

Figure 1 shows the different ways in which co-operation takes place.

The outer circle of the Local Support Group includes members from both sides of industry and commerce, the local education authority, representatives of teachers, lecturers, heads and principals and the MSC.

The heads, principals or their representatives and the Project Director (or co-ordinator) work together in the overall management of the course.

The co-ordinators, including the Project Director, work together in the detailed running of the programme.

The Course Panel members work together in considering certain aspects of the curriculum.

3. *Submission*

The submission was prepared in two stages. Overall direction was vested in a committee of heads, principals and the CEO and his senior staff. The detailed submission was prepared by two heads, a deputy head, a college vice-principal, two LEA advisers and two LEA officers, chaired by one of the officers.

The close involvement of schools and colleges was deliberate to ensure that the proposed package used the different experiences and expertise available in both types of establishment, met the requirements of TVEI and prepared the way for positive contributions by staff of all institutions.

4. *Headteachers and Vice-Principals*

Headteachers and vice-principals of the six institutions met frequently during the months prior to the launch in

September 1984. These meetings were seen to be essential in order to achieve a consensus about the philosophy of the course including the information technology and vocational elements. The various contributions of the schools and colleges, the needs for equipment, building modifications and staffing were agreed at these meetings.

The direct involvement of the headteachers and vice-principals in meetings has diminished since the start of the course but will possibly continue on a termly basis when philosphical and financial principles are considered.

5. *Co-ordinators*

The Assessment and Monitoring Panel included all the co-ordinators of the six institutions and eventually incorporated the Vocational Experience Panel.

Whereas other panels are expected to meet about once or twice per term when the project is well advanced, this panel anticipates meeting more frequently in order to maintain the cross-fertilisation of ideas, the development of assessment and monitoring methods and general organising the courses.

6. *Course Development Panels*

Course Development Panels were set up shortly after the submission was accepted. Initially these covered the following areas:

Communication Skill
Numeracy Skills
Application of Science
Social and Life Skills
Vocational Experience
Assessment and Monitoring
and various Technology Panels including
  Information Technology
  CDT and Electronics
  Business Technology
  Food Technology

The terms of reference for each of the panels was:

(i) to examine in detail the submission as it applies to the particular area of curriculum and to devise the most appropriate means for its implementation;

(ii) to liaise with the other panels as appropriate to ensure cross-curricular coherence;

(iii) to examine common assessment techniques.

Panels generally consist of one representative of each institution involved, an LEA officer or adviser and, where appropriate, there is a place for a representative of industry and commerce. Panels are chaired by a representative of one of the institutions.

Prior to the start of the course the panels met a number of times, made recommendations about equipment, where appropriate, and produced aims and objectives which were related to the county submission.

The main functions of the panels are to share ideas, identify and disseminate good practice, examine ways of solving common problems as between institutions and offer a forum for cross-fertilisation of ideas. The panels aim to establish minimum curriculum content and objectives and to write guidelines for ares of work; they are not involved in writing detailed schemes of work as that is the responsibility of the individual institutions.

Following the panel meetings there are often discussions within the individual institutions so that the number of people involved in the panel decisions greatly exceeds the formal membership. The development of personal contact between staff from different institutions helped in the building up of confidence, in the knowledge that others were available in a supportive role.

7. *In-Service Training*

The in-service programme has been arranged to ensure that representatives of different schools and colleges spend time working together and learning together. The realisation that each person and institution can provide help for and obtain benefit from others will be an encouragement to all participants.

Workshops are particularly valuable in enabling members of different institutions who work together, share ideas, develop programmes and prepare the way for future contacts.

8. *Conclusion*

The advantages of using a co-operative model for running the East Sussex scheme were considered to be well worth the extra efforts needed to bring six very different institutions together. There was a significant amount of common curriculum and curriculum design already in existence prior to the formulation of the submission which helped the co-operation, but it has proved to be time consuming and not without difficulties.

The process of working together at different levels, the sharing of ideas and problems and the development of the common course material have strengthened the links between the institutions. The ownership of the course lies with the many staff involved, which is an important advantage and means of ensuring long term success.

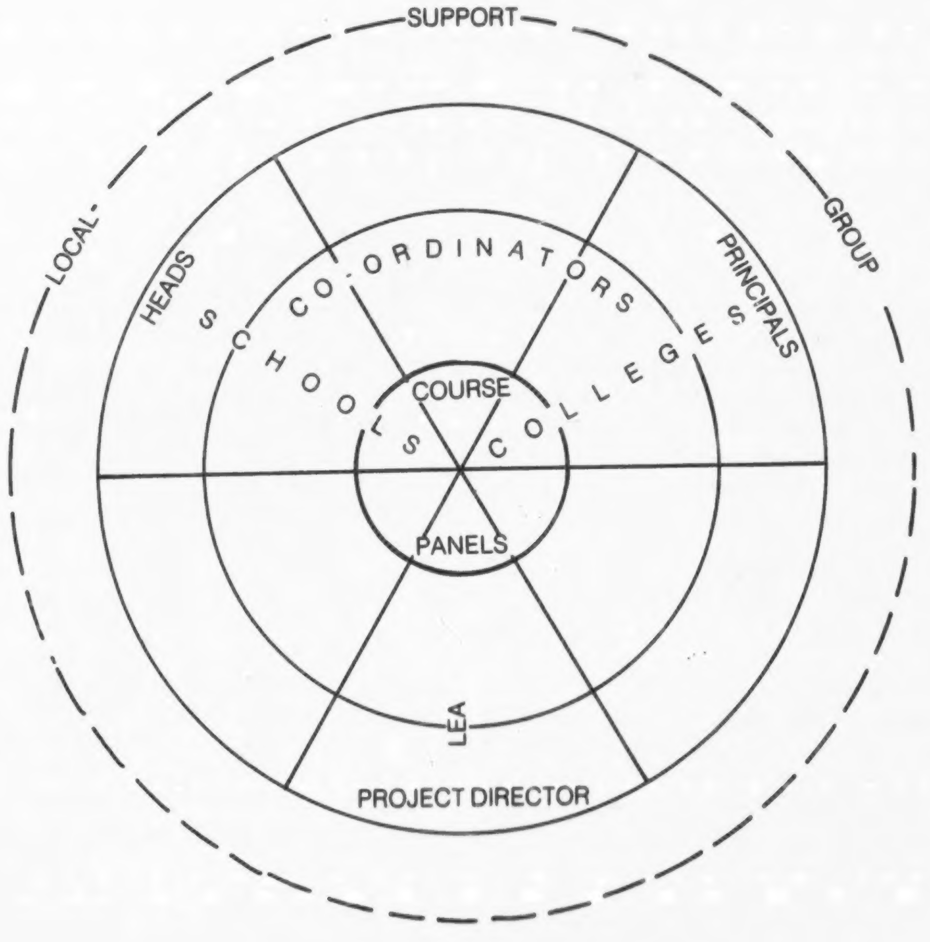


Fig. 1

APPENDIX D – Case Study No 5

COMMUNITY VALIDATION IN TVEI: AN OVERVIEW OF THE MANAGEMENT AND SUPPORT FRAMEWORK. (Sandwell)

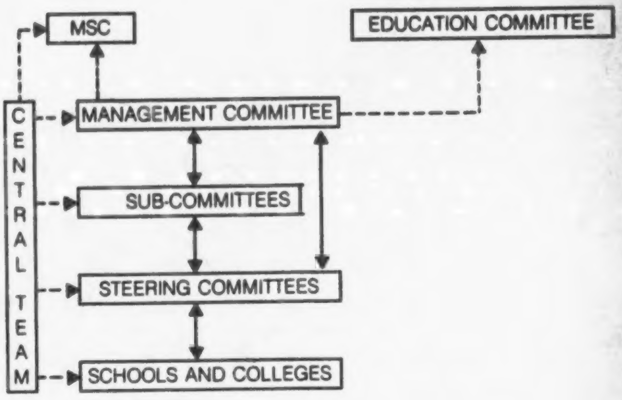
We stress at various times during this document that TVEI-type schemes must be collaborative ventures involving both a number of LEA institutions and a variety of groups and organisations within the community, such as voluntary bodies, industrial and commercial interests and higher education. All these elements need to be involved in the planning, preparation, assessment and evaluation of schemes and in associated staff training, thus providing community validation. The concept of community validation is particularly explored in Chapter 6, paras 149-154. In this study, Glenys Cressland, TVEI Project Evaluator in Sandwell, examines the concept as it is applied in her authority.

1. *Introduction*

The theme of educational validation and accreditation, involving the wider community, ranks high in the implementation of the Sandwell TVEI project. Within Sandwell TVEI there exists a firmly established network of support groups in the form of Steering Committees, overseen by a Management Committee and its sub-sections. (These committees meet regularly, the former twice per term, the latter once per term).

The Sandwell project is large, comprising fourteen institutions and geographically distributed over a large and sprawling borough. It aims at maximum integration in the schools and, apart from the Central Team, there is no centralisation of resources or staffing. This individualised approach means that much of the advisory support and direction of the project must take place at institutional level. Some of this support comes from the Steering Committees, eight in total, each based upon a single institution or consortium.

The Steering Committees referred to in the Sandwell project have a slightly modified role from that of the 'local support groups'[1] as defined by the MSC. Within Sandwell, a two-tier system has been adopted, in which the body responsible to the Education Committee is the Management Committee, i.e. the 'MSC local support group'. Because the Management Committee has a large membership and is, by virtue of its overseeing remit, not linked directly to any particular part of TVEI, it has no natural interface with the mainstream of the project. Thus, the intermediate link between the Management Committee and the individual institutions is provided by the Steering Committees. The Sandwell structure may be represented by the model shown below:



2. *Management Committee*

The Management Committee is set up, according to its consitution:

> 'to receive reports from the various sectors of the project, act upon them and report, as appropriate, to the Education Committee'[2].

. . . and its membership reflects the different levels of involvement and interests of the wider community. This body is seen by its members as a forum for interested parties to put forward their particular viewpoint and as providing an opportunity for the receipt and dissemination of information.

This body is seen as a means of promoting the type of liaison, (and subsequent mutual understanding), between education and industry that the Ruskin Speech[3] strongly advocated in 1976. This committee provides an opportunity for contributions to the development of the project from and by, the local community. In directing these contributions to community needs, it fulfils the emphasis of the Great Debate[4] upon 'local solutions to local problems'.

In representing comprehensively the interests of the wider community, this body is, inevitably, quite large (total membership thirty-five). Its size and composition, whilst ensuring its total equipment to consider TVEI issues, militates against their exhaustive discussion. This in-depth discussion and focusing of the fundamental aspects is catered for by the constitution of a set of sub-committees, namely:

Work-experience Sub-committee
Evaluation Sub-committee
Business Ventures Sub-committee
In-service Sub-committee
Publicity Sub-committee
Finance Sub-committee

Being smaller and less formalised, these sub-committees provide a vehicle for in-depth investigation of aspects of the project, and are able to operate much more at working-party level. This has been further facilitated by the tendency of the membership to cluster into areas of expertise and personal interest.

Work experience for pupils has benefited particularly from its association with a sub-committee whose membership has chiefly been composed of employers and trade union representatives. Moreover, since work experience was already well-established in Sandwell before the onset of TVEI, this committee has been able to concentrate its efforts upon related aspects rather than on pupil placement. For example, it has investigated monitoring and feedback, health and safety aspects, insurance provision and the relationship between TVEI courses and the future trends of employment. Resultant upon this, industrial representatives (employers and trade unionists) on the committees have begun to visit pupils whilst on work experience placements.

The other sub-committees have, so far, concerned themselves more with the centralisation of information and the discussion of policy. They have not, as yet, found so direct an opportunity for the active intervention of 'non-educationalists' as has the work experience sub-committee. However, there is quite an active informal infrastructure, for support and advice, between individual members of committees and the TVEI institutions themselves.

3. *Steering Committees*

There are eight Steering Committees in the Sandwell project and these cover fourteen institutions. Each committee meets twice per term and their brief includes that they:

> 'will determine the specific nature of the programmes within their institutions and receive reports from the project co-ordinator'[5].

These committees have, to a certain extent, developed into different organisations in their interpretation of their role and in their readiness to take action. This may be due partially to their differing composition, (some committees have not yet achieved a full complement of community representation), and in part to the personalities involved.

Thus far, their major undertakings have been to discuss aspects of TVEI and make recommendations in the light of reports received from the individual institutions' project co-ordinator, and to receive information about the total issues from the Central Team. In doing so, it is anticipated that the validity of the pupils' achievements will be communicated to, and established in the minds of, those involved in the project, i.e. parents, pupils, employers, and the membership of the participant institutions.

There were no specific terms of reference imposed upon the Steering Committees and each has fulfilled what it sees as its particular role in the context of the institution it serves. Within each committee there exists a number of interpretations of its own particular role, and these in turn, are based upon the perceptions of the individual membership.

4. *Views of the Membership*

Views of the function of the committees ranged from 'a forum for the dissemination of information' to a structure by which the various parties could 'influence the content of the school curriculum'. Headteachers in general felt that the committees would have the latter (influence) function but much of the membership felt that the actual methodology or implementation of the curricula should be left in the hands of the professionals, i.e. the educationalists.

The composition of the committees was felt to approximate a fair representation of the wider community. However, where committees had failed to achieve a full complement of outside representation, they were generally considered to be imbalanced in favour of the educational sector.

Industrialists and employers, in particular, felt their involvement in vocational education should be maximised since they had a vested interest in the products of the education system. Their case rested strongly with their knowledge of the types of skills needed for employment, and a closeness with the changing face of industry.

One sub-group from which it has been difficult to find committee representation has been the parents. Where they have joined Steering Committees, the effect has been valuable in terms of their contribution and the interest which it has fostered among other parents. This area of representation has also provided an additional channel for pupil opinion and, consequently, another source of feedback. Similarly, the presence of representatives from schools' governing bodies and the Careers Service has had incidental communication 'spin-offs'. Not only have they been able to add to the wider perspectives of the discussions, but their more informed stance (gleaned at committee) has helped them in their official negotiations with the schools.

A majority view among the membership was that they would like to see all new proposals for TVEI courses put up for committee discussions as a first stage in the proceedings. The composition of the committees was such that it would help in assessing the value of the courses, would advise on suitable resourcing and consider the appropriate forms of assessment. The latter point was generally considered to be of paramount importance, since the validation and acceptance of these new qualifications by the ultimate recipients, i.e. industry and employers, would be crucial to their success.

In all, most members felt that they had some contribution to make in their service on the committees. If not actively formulating policy, the presence of the committee meant that the schools questioned their reasons for considering particular courses of action.

A note of caution must be inherent in the setting up of this kind of system in that a fine balance has to be found between the structure and the function. The membership is there by virtue of its goodwill and enthusiasm. As such, the members must be made to feel that they are actively involved in the formulation of ideas and policy. There is a real danger that such structures could become reduced to 'talking-shops', this being the case the committees will fail to attract active membership.

5. *Potential Utilisation of Community Validation*

As the project has progressed during the first four terms, the Steering Committees have developed, in varying degrees, their anticipated involvement in the validation and accreditation processes of the nationally recognised courses within TVEI programmes. It is becoming increasingly recognised, however, that there is potential within their role to expand and utilise their influence even further.

Within the implementation of TVEI there has developed a natural inclination towards a model comprising 'a vocational/technical certificated course *plus* a set of core elements'. These core elements have tended to be 'additional' rather than 'integral', producing two distinct aspects of the TVEI programmes. The anticipated progression of TVEI programmes is now towards the production of a composite course where the core elements are integrated into a cohesive package all of which will achieve accreditation.

Thus far, these core elements, e.g. profiling, work experience, residential activities and business ventures, have benefited from the advisory capacity of the community representatives. However, were these core elements to be the subjects of national accreditation, these community representatives might achieve potential as a validating body.

For example, the work experience sub-committee of the Sandwell scheme might extend its brief, from advice and support, to include the production of a set of criteria for work experience placements which are acceptable to, and have been negotiated with, local employers. This, in turn, could be further refined to produce a scheme of locally-validated units which, ultimately, would be accredited by one of the examination bodies.

Sandwell has already achieved some measure of local accreditation in the area of pupil profiling, where a locally devised 'Statement of Success' was produced by a working party composed of representatives from education and the wider community. If the proposals from certain examination bodies, to include profiling in their certification, come to fruition, then the local community may play an important part in their validation (particularly in terms of the relevance and local currency of the profiles).

There is the potential also, for the local community validation of the elements of business ventures in that, within the committee system set up in Sandwell, there exists the appropriate kernel of knowledge and expertise: the body of representation from commerce and industry locally based to evaluate the planning and implementation of such schemes.

Where caution must be exercised however, (and this applied to the whole area of accreditation of core elements), is within the degree of adherence to, and assessment by, sets of criteria and objectives. An over-reliance upon stratification of the core into elements which can be certificated (or accredited) will deflect emphasis away from the student-focused approach which is central to the TVEI philosophy.

The core elements of TVEI, apart from exposing pupils to different learning experiences are in fact a vehicle or medium within which particular sections of the course(s) content could be developed. Since these elements, and in particular residential experience, can be utilised to develop certain essential life and social skills, it is considered paramount that they gain some sort of credit or recognition. It is in fulfilment of this need that the local community validation procedure will be most valuable.

Such exercises, if they are to conform with the ideal of a cohesive TVEI course, are irrevocably linked with the course content and should accordingly, be curriculum led. National validation therefore would impose constraints upon a system of experiences which are designed to cater for the needs of *individual* students and courses. In consideration of many of the core elements, especially residential and work experience, much of the student outcome and achievement will depend upon the quality and situation of the placement; this can only be assessed subjectively and must therefore be measured by a set of local criteria.

There have been attempts, within the Sandwell TVEI programmes, to design locally modified schemes which have national accreditation. It has been found, however, that it is difficult for the teacher to devise such a scheme, (especially for a course leading to a vocational certificate, in the comparative isolation of the school situation. Such schemes, if submitted to the national examination boards, will be subjected to scrutiny by validating bodies. Such bodies include those members of the public sector, e.g. industry, who are considered equipped to judge the schemes in terms of contemporary requirements. It is essential, therefore, that the course planners, i.e. the teachers and the schools, are afforded similar representation from industry and the community for help and advice during the construction processes.

The system of institutional steering committees that has been set up as part of Sandwell TVEI lends itself to this type of advisory brief and involvement in curriculum planning.

Conclusions and Observations

The degree of success of the TVEI project will be measured partially in terms of its credibility with employers. In an area like Sandwell where there are in excess of 6000 employers within the geographical confines of the borough there is an obvious difficulty in communication. This is one of the reasons why the Steering Committees were structured around the schools. However, the attempts to create committees which were representative of the community at large have been, in the main, successful.

It has been suggested that committees based upon this structure, and hence community validation, cannot be easily replicated. Although this view must be accepted in part, this consideration does not detract from the obvious effectiveness of such committees. In terms of employer representatives, the membership tends to reflect the larger organisations. Similarly, with parents, it is those already most involved in the schools who have tended to attach themselves to the committees. Nonetheless, by their very existence, these committees provide a perspective on education hitherto not met with in the traditional working parties on the school curriculum.

References

1. The Operating Manual of the Technical and Vocational Educational Initiative (Produced in 1984).
2. The Project Outline — Sandwell TVEI. (Section 12.2.2.)
3. Ruskin Speech. Speech made by Mr. James Callaghan at Ruskin College, Oxford in October 1976.
4. Great Debate. The debate on education in schools which followed on from the recommendations of the Ruskin Speech.
5. Op. cit. ref.2.

APPENDIX D — Case Study No. 6

INTER-AGENCY COLLABORATION

(Hertfordshire)

The two previous case studies have looked at inter-institutional collaboration and community validations. In this article Ron Wallace, Hertfordshire's TVEI Director considers further some aspects of both these issues in the light of experience in his authority, and goes on to examine the wider inter-agency co-operation TVEI seeks to engender. He touches, inter alia, on inter-agency planning (see Chapter 3), negotiation with accrediting bodies (see Chapter 6) and evaluation (see Chapter 8).

TVEI projects depend for their success on the inter-action of many institutions, contributions from a variety of organisations and cooperation amongst people with different interests. New relationships have to be formed. Potentially painful adjustments have to be made in old relationships. Teacher in secondary and further education, who may not have had much contact with each other previously, now need to plan courses jointly and share the teaching. Headteachers, used to the autonomy of their own schools and to a single relationship with their governors and staffs, have to approve developments with each other and try to sustain such agreements back in their own schools; it requires an even higher order of judgement and an even greater ability to lead a large group of professional people than are demanded by headship itself.

By linking studies to vocational aspirations we give the careers officer a more important role in the guidance of young people, especially at the age of 14 when choices have to be made; there is a marked change in the relationship of careers offices and school guidance staff. Subject advisers, who previously operated through their subject network of heads of departments, often acting as a reflection of the watertight subject compartments in the school timetable, find themselves involved in cross-curricular work. Employers become contributors to discussion on the content of courses, which secondary teachers had previously considered to be their reserved territory. The views of young people themselves become more important, which implies that the views of their teachers must become less important — another source of discomfort for teachers.

Examination boards themselves are aware, as are schools, of the link between falling rolls and lower income and, in the midst of change (GCSE) and uncertainty about relationships between different approaches (GCSE and CPVE), have to respond to urgent requests for the validation of new courses. Parents in TVEI institutions face the difficulty of knowing whether to point their children in the direction of the old curriculum (with all the authority which comes from age but no longer being a passport to employment at the age of 16, 18 or 21), or whether to welcome the new (with the uncertainties of all new developments, but with components which are more clearly related to later employment opportunities). The whole of the education service has to relate to the Manpower Services Commission, which has different ways from those with which education is familiar.

With just over a year's experience of TVEI it is possible to draw on the experience of the Hertfordshire project and to describe some examples of interaction which seem to succeed.

1. *Inter-School Co-operation*

This is fostered by meetings of heads which are now much more frequent. The Hertfordshire project involves all ten schools in one area. This is crucial. If only a selection of schools had been involved, the competition between schools, which is an inherent feature of parental choice and is given a sharper edge by falling rolls, would have been divisive. Rivalry would have become schism. Issues which have to be considered jointly are the courses to be followed, the means of validation (examinations and profiling) the use of resources, the scope of individual developments and projects within one or a group of schools which are to be supported, the training needs of staff.

2. *Schools — Further Education*

The old pattern of post-16 education is changing. Previously 16-year-olds could choose at 16 whether to follow GCE courses at school or at college. Now, to some extent, that choice is extended to more vocational courses, since equipment and staffing put into the schools for 14-16 courses are available to them for the extension of BTEC into their own sixth forms. Co-operation has grown, despite the potential for conflict. Joint planning of courses has led to closer co-operation between schools and further education than previously existed.

Hertfordshire had already promoted consortia of schools for post-16 work. TVEI sponsors courses only on a consortium basis and thus promotes even closer co-operation at this level.

3. *Curriculum Groups*

Six groups, chaired by heads, promote computer studies information technology, manufacturing technology, electronic instrumentation, modular technology and office skills and communication.

Each subject within the project has a fully established curriculum group. These groups are excellent examples of the way that co-operation between different interested parties has been achieved, with membership including teachers, advisers, FE staff, careers officers and representatives from trade and commerce. Each group is chaired by a Stevenage headteacher and its functions are to:

(i) keep current syllabuses under review
(ii) advise the Director on the selection of equipment
(iii) help to develop the curriculum over the 14-18 age range
(iv) ensure that our courses are up-to-date and relevant to the needs of business and industry
(v) advise on the subject's contribution to profiling.

The work of each group has so far covered similar ground within the subject, and the major topics of planning and discussion have been concerned with GCE 'O' level/CSE syllabuses, the 16-18 curriculum, profiling, equipment, room layouts and building adaptations.

It is in these groups that employers, in the form of production personnel and training staff, make their most valuable contributions. They see that they can influence what the young learn. Joint work betweeen industrialists and teachers has meant more than a hundred meetings for 'liaison' in various forms.

4. *Employers*

Apart from their major contributions to curriculum groups, employers are involved in TVEI in these ways:

- Visits as part of the Industrial Studies course (e.g. to study branches of business such as retail distribution; to investigate company policies such as industrial relations or recruitment) or of other vocationally-orientated courses such as Manufacturing Technology. These are for specific purposes, are well prepared and, in most cases, engage the interest of the employer at the planning stage and also when the pupils have written their report.
- Work experience, which in TVEI is more specific than in the past because pupils have a more useful background. They have skills to practise and to extend.
- Profiling and records of achievement. The initial development of a TVEI profile has widened into an attempt to agree with local employers a town-wide record of achievement to be prepared for all pupils.
- A board, representing all local interests, has an oversight of the project. The chair and vice-chair are industrial representatives, and trade unions (teacher and non-teacher) are represented.

5. *Examination Boards*

The decision in the Hertfordshire project was to seek validation of our courses at GCE 'O' level and CSE. When TVEI teachers and the curriculum groups had prepared drafts of syllabuses, the London GCE and the East Anglian CSE boards set up joint meetings with the Hertfordshire TVEI project. The meetings before the submission of formal applications to the boards were in fact joint planning sessions, in which the board representatives made helpful and improving suggestions, the syllabuses were recast and the formal submissions acquired some status. It should not be the case, but it often is, that the design of a syllabus is followed by decisions on its assessment as a separate and later exercise. For us the two were planned together.

6. *Project — Local Authority*

Projects such as TVEI (and the other education projects for which local authorities now receive direct national funding) raise three issues:

- the practice of competitive bidding is expensive in time, which is well spent if the bid is successful, but is merely a loss, perhaps of 1,000 hours of highly-paid time, if it fails. Staff morale in schools is important and is impaired by raising and then dashing hopes;
- the relationship between special projects and the rest of the authority's work. For example the very nature of the project affects the authority's policy, distorts previous developments, and leads to demands for additional resources for the extension of these projects to other schools not fortunate enough to be in the pilot;
- the relative importance to be attached to evaluation by groups with different perspectives. TVEI is being monitored by MSC (in various ways) HMI, local authorities using their own staff, and independently (which means by the appointment of a university evaluator or the secondment of staff to undertake university-supervised research). If these do not, in the event, all say the same thing, what are we to make of it all? On the other hand, should not monitoring and evaluation be required aspects of all education? Is it not odd that a new form of curriculum development is being so carefully examined at school and pupil level, when what went before was not?

7. *Local Authority — MSC*

It is a relatively new experience for local education authorities to receive invitations to bid for substantial sums of money (within a general range of £2-4 million each) in return for leading curriculum change in a particular and nationally-determined direction. Planning has been local but within a national framework. The agreement has been sealed in a contract with escape clauses. MSC checks that the criteria are being followed and audits the accounts. Annual planning dialogues between MSC personnel (including regional advisers with an education background) and the local authority (including heads, principals and officers) from the basis of a review of past achievements and the approval of future developments. None of this need be irksome provided that the local project has genuinely embraced the aims of TVEI and MSC accepts the need for change and development within projects.

8. *Within Schools*

It is evident to those who have an overview of TVEI that the quality of communication and discussion within schools varies greatly. Some schools have heads who engage constantly in discussion with senior colleagues, relay accurately what they have agreed with head-teacher, colleagues and others, and involve the whole staff in discussion about issues raised by the TVEI projects using formats in existence before TVEI to discuss major matters of curriculum or school organisation. It is evident that in other schools TVEI is an upsetting and a misunderstood phenomenon because no such format existed before its arrival and the bush telegraph, never a means of consultation and not very reliable means of communication, has to suffice. Inter-school and extra-local authority projects expose cruelly such weaknesses.

9. *National Links*

TVEI projects gain from each other's experience. The strength of well-publicised local variety is enormous. After one year we are at the stage when project coordinators know, that if they want to find out about an aspect of the initiative or of a new development, one of their colleagues at the end of a telephone will help.

In the Hertfordshire project we have also found that contacts and development work with these national organisations have been valuable:

- National Institute of Careers Education and Counselling.
- Institute of Personnel Management (our Senior Careers Officer, participates in one of its study groups).
- Business in the Community, Policy Studies Institute, London Enterprise Agency; as Director of the Hertfordshire Project, I have been involved in discussions and study visits with these organisations or with members of them.
- Project Trident, Schools Council Industry Project (individual participating schools).
- Teachers' associations. (The National Union of Teachers' Education Officer has visited the project. The Project's Director and Senior Careers Officer have contributed to an AMMA Symposium).

Conclusion

Few education projects in the school sector involve so many different people and organisations. The success of projects and therefore of the whole Initiative depends on the skilful management of these relationships.

APPENDIX D – Case Study No. 7

TVEI STAFF DEVELOPMENT IN STAFFORDSHIRE

All aspects of new curriculum development create staff development needs. TVEI is no exception. For this reason implications for staff development are frequently highlighted throughout this document, leading to a final chapter (Chapter 9) which concentrates on this issue. The final case study has the same focus. Ken Wild, Staffordshire's TVEI Co-ordinator, describes how the complex staff development needs arising from the introduction of TVEI have been identified and met in his authority.

Introduction

The Staffordshire TVEI Pilot scheme is based on five 11-16 high schools and three post-16 colleges, one sixth form college and two further education colleges.

The authority's original submission proposed to accept a cohort of 250 pupils but 357, 49% girls and 51% boys, across the full ability range were accepted in the first year. The second year cohort meets the Manpower Services Commissions requirement of 250.

The innovatory features of the scheme are:

(i) the encouragement of students and parents to accept a four-year commitment;

(ii) the guarantee of places beyond the age of 16 years for the participating students subject to necessary standards being achieved;

(iii) a coherent pattern of work experience;

(iv) the construction of a curricular package which relates course content to the needs of the individual.

(v) the use of one day in the week as an un-timetabled component in course planning;

(vi) the use of modular courses;

(vii) the use of a profiled record system which will relate to and integrate the student progress, counselling and guidance;

(viii) the use of shared business experiences on the basis of the student planned and led co-operative ventures;

(ix) the establishment of continuous system of guidance and counselling (JIIG—CAL) from the age of 14 to 18 as an integral part of the scheme.

Management Group

The key group in delivering the TVEI scheme and in supporting staff development is the Management Group of five school co-ordinators, a careers co-ordinator and the Authority's Schools Industry Liaison Officer led by the Project Director. It is intended to add a Shared Business Experience Manager to this team in April 1985. This group meets weekly and its agenda is in itself an exercise in staff development with each co-ordinator acting as the agent for staff development within the school or college. The co-ordinators have led various courses for form-tutors, careers teachers and other interested staff and two of the schools have each held a full-day INSET course for the whole staff. It has been estimated that as early as the beginning of the second year of the scheme between 40% and 50% of the staff are involved with TVEI in one way or another.

The Management Group takes it leads from, and informs, the Policy Group of the head of each of the five schools, the principal of each of the three colleges, the authority's Chief Inspector and the Project Director. The link ensures that the senior management of each of the institutions is directly involved in the operation and planning of the scheme.

The un-timetabled day

Each school has set aside one day per week during which new initiatives can be tried out and developed without the constraints which can, and frequently do, spring from the requirements of the examination boards.

Projects have been set up entitled 'The Business Language', 'Communciation Skills', and 'Social Life Skills'. For each project a team of teachers, lecturers and other interested people, under a project leader, had a 1-week starter and half-day course followed by a regular programme of one-day meetings. The teachers and lecturers released were covered by supply staff during their absence from school or college. Each team produced written and other material for teachers and pupils and that material is currently on trial in schools. The teams continue to meet once per month to monitor progress, revise materials and to continue to develop materials in schools and colleges. The active participation of this group of teachers and lecturers is the most effective means to their staff development. There is a clear need to develop effective means of disseminating the development of methodology to others members of staff particularly in the 'Social and Life Skills' and in 'The Shared Business Experience'; the first requires more attention because it is the approach which is vital and which may require a radical change of teaching style and of personal relationships from some members of staff; the second requires more attention because it is genuinely novel and involves a considerable degree of work and liaison outside the confines of the school or college.

The Careers Service has run courses in the schools to introduce the JIIG-CAL which now operates in each of the trial schools. The Careers Officer in the Management Team is responsible for this development. There is still a need for further in-service training in counselling and interviewing skills and a programme for this is being devised.

The non-TVEI timetable

The development of the TVEI philosophy and practice. Largely through the experiences being offered in the non-timetabled day, has begun to affect the approaches needed during the remainder of the week. The Policy Group directed that the Project Director should approach the County's Specialist Inspectors in Mathematics, Science, Business Studies and Computer Education and Information Technology with a view to setting up subject groups to discuss the curriculum in relation to the development of their subject area 14-18, the examinations on offer at 16 and post-16, and the possible changes required in the curriculum and/or examination requirements.

The work of these groups is at an early stage at the time of writing but a number of issues have emerged. There is a lack of coherence in what is being offered in each of the subject areas other than mathematics, where the curriculum and approaches are certain to be modified in response to the recommendations of the Cockcroft Report. The INSET activities arising from this report will reinforce the TVEI thrust. In Science and in the Business Studies areas there is a clear need to rationalise the options available and the study groups will become the focus of staff development and change.

In Computer Education and Information Technology the diverse provision and speed of change will be accommodated by the County's considerable investment in a Computer Education Technology Centre.

Three of the five schools do not separate out of the TVEI groups at any time other than the non-timetabled day and in a fourth some of theTVEI pupils are in separate groups, while others are not. This integrated approach is the basic philosophy of these schools and it has an immediate advantage in terms of staff development. Any changes in the approaches to the subject discussed above will create a demand for initiation into the change across a greater proportion of staff than in the case of a more separatist organisation. Staff perceptions of their own in-service training needs is a very important step towards satisfying those needs.

Residential Conference

The Residential Conference held for an intensive week from 4th-8th June 1984, was a major input into the Staffordshire TVEI Staff Development Programme. The participants included heads and principals, with representative staff, from schools and colleges, the schools and college co-ordinators, project leaders, inspectors, education officers, careers officers and others. The programme included an introduction from the Chief Education Officer; report briefings from each of the five project leaders; reports from each of the five co-ordinators; study/discussion sessions on 'Preparation for TVEI'; 'Profiling', 'Careers Guidance and Counselling', and 'The Pre-16 Modular Transition'; input sessions on 'Computer Technology', 'The Modular Curriculum', 'Equal Opportunities' and 'Practical School Business Experience', and a closing seminar and discussion.

As a result of the conference a substantial and frank report was produced. Suffice it to quote in part from four comments:

> '. . . it is necessary now to capitalise on this week's expositions about TVEI by continuing informal meetings rather than the formal conference'

> '. . . I think that we need to exchange voluntarily and on a professional basis our interests and ideas, welcoming, as far as possible, colleagues moving across institutional barriers'

> '. . . To me life is very much like a conveyor belt, with stops and starts at various times to add little bits here and there. The pre- to post-16 transition must be smooth'

> '. . . Most staff have been working in isolation over the last few months and a week like this is the first time we have joined toether in discussion; that has been very valuable'

Other INSET initiatives

The six week 3/83 course at Keele University and Birmingham Polytechnic included TVEI as an important part of their pre-vocational education courses. These have continued into 1984/85 with additional courses at Walsall College of Higher Education; Wolverhampton Polytechnic and Alsager & Crewe College of Higher Education. The West Midlands RCB is also involved in initiatives closely related to TVEI.

The county's network of 16 + co-ordinating committees and the programmes of the teachers centres will play a central part in the dissemination of the TVEI Project across the county. This, in its turn, will create a developing need for the in-service training of school, college and careers staff. The Staffordshire TVEI Project is seen as the beginning of a movement in secondary education which will spread far beyond five schools and three colleges over the months and years ahead.

APPENDIX E
Supporting TVEI Bibliography

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VI *ELECTRONIC DATABASE*

PRESTEL: Information about TVEI can be found under the heading *Support Groups*. Schools are also able to exchange ideas about their work using the *Noticeboard* facility. Schools involved in TVEI will be able to obtain curriculum information using other areas of the database.

APPENDIX F
Glossary of Abbreviations

ASCET — Advisory Council on the Supply and Education of Teachers.

CCDU — Careers and Counselling Development Unit (Leeds University).

CGLI — City and Guilds of London Institute.

CPVE — Certificate of Pre-Vocational Education.

CRAC — Careers Research and Advisory Council.

GCSE — General Certificate of Secondary Education.

ITEC — Information Technology Centre.

JBPVE — Joint Board for Pre-Vocational Education.

NICEC — National Institute of Careers Education and Counselling (based at Hatfield Polytechnic).

NTI — New Training Initiative. (MSC publication. May 1981)

RCBs — Regional Curriculum Bases.

RSA — Royal Society of Arts.

SATRO — Science and Technology Regional Organisation.

UBI — Understanding British Industry.

YOP — Youth Opportunities Programme.

YTS — Youth Training Scheme.

APPENDIX G

Membership of Supporting TVEI Study Group

Chairman:
John Morris — CEO Essex; FEU Board Member

Members:
Marjorie Barton — CGLI
David Bell — RSA
Diane Brace — Further Education Staff College
Peter Brindle — Bradford LEA
Sheila Clark — BTEC
Henry Coore — Birmingham LEA
Chris Farwell — Wirral LEA
Ruth Le Guen — MSC
Roy Jackson — TUC-FEU Board Member
Ross Maden — Sandwell LEA
David Mason — Hinckley College of FE
John Miller — NICEC
Chris Morgan — Hereford and Worcester LEA
Richard Pring — University of Exeter
Roy Pryke — Devon LEA
Jenny Shackleton — Bedfordshire LEA
Sheila Stoney — NFER
Henry Tomlinson — CBI
Elaine Treasure — BTEC

FEU:
Jack Mansell — Chief Officer
Dennis Drysdale — Deputy Chief Officer
Roger Norman — Development Officer

SCDC:
Jenny Hall — Principal Professional Officer